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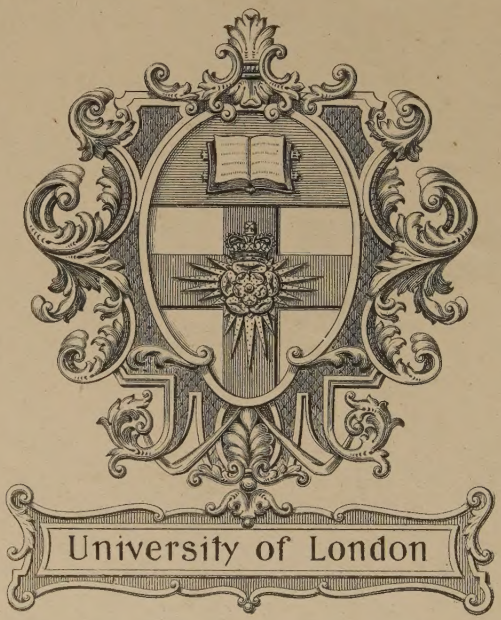
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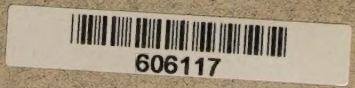
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REPORTS

FROM

COMMISSIONERS:

TWENTY-FOUR VOLUMES.

—(13—PART VI.)—

SCHOOLS INQUIRY.

VOL. VII.

Session

19 *November* 1867 —— 31 *July* 1868.

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1867-8.

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SCHOOLS INQUIRY:

-VI.] VOL. VII. GENERAL REPORTS of ASSISTANT COMMISSIONERS:—SOUTHERN COUNTIES - - - - p. 1

SCHOOLS INQUIRY COMMISSION.

Vol. VII.

GENERAL REPORTS

BY

ASSISTANT COMMISSIONERS.

SOUTHERN COUNTIES.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1868.

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INSTRUCTIONS TO ASSISTANT COMMISSIONERS.

Schools Inquiry Commission,
2, Victoria Street, Westminster, S.W.,
March 1865.

Sir,

The duty assigned to the Schools Inquiry Commissioners is to ascertain the state of education in the schools that have not been already reported on, and to recommend measures, if any can be devised, for its improvement. It is obvious, that in order to discharge this duty the Commissioners must begin by ascertaining the facts. The education now given in the schools, the facilities for improvement that may already exist in them, the demands and wishes of the parents, the cost of the present system, the probable cost of a better, the burden which the parents are willing to bear, these and similar facts must be the basis of any measures which it would be wise to recommend.

The Commissioners have already issued circulars, copies of which are now put into your hands. The answers will give much information on the chief points on which it is needed. But this information is of necessity incomplete; it requires to be supplemented by the evidence of independent observers. The masters, for instance, may tell what they teach; but it is only by independent examination that the true value of that teaching can be ascertained.

For this reason the Commissioners have determined to send Assistant Commissioners into selected districts to make careful inquiry on the spot into all the facts that bear upon the subject. The district assigned to you for this purpose is—

I. Your first duty will therefore be to ascertain the present state of education in the district. You will observe that by the words of the Commission (a copy of which is annexed), the inquiry is bounded on the one side by the province assigned to the Duke of Newcastle's Commission in 1858, and on the other by that assigned to the Earl of Clarendon's Commission in 1861. It is not possible to draw the boundary precisely in a country in which no class of society is separated by a definite line from that which is above and that which is below it. But you will understand that you are required to give your chief attention to the schools attended by the children of such of the gentry, clergy, professional and commercial men as are of limited means, and of farmers and tradesmen.

A. The schools which you have thus to inspect seem to be divisible into three classes:—

1. The grammar schools and those endowed schools which, though not grammar schools, do not appear to have been intended for the children of labourers.
2. Proprietary schools, which not being endowed, are private property, but are owned by single proprietors, or by proprietary bodies, distinct from the schoolmasters.
3. Private schools, which are the property of the schoolmasters who teach in them.

1. In regard to the grammar and other endowed schools, it is desirable to ascertain not only what is their present condition, but also how far they seem to be fulfilling the purpose for which they were founded. You will therefore endeavour to inform yourself both what sort of education the founder meant to prescribe, and to what class of children he meant to give that education. You will report whether the school appears to fulfil these two purposes; and if not, whether this is due to some fault in the management, or whether the two purposes have become incompatible with each other by lapse of time, and scholars are no longer to be found whose parents wish them to learn what the school was founded to teach.

It is a further question whether, without reference to its original purpose, the school is now a useful institution. You will, therefore, endeavour to get leave to examine the scholars, or a part of them, that you may judge for yourself what is the character of the instruction. You will report whether the education is good of its kind, and suitable to the needs of the scholars; whether the discipline appears to be careful and effective; and the moral tone sound. You will endeavour to ascertain whether the parents of the scholars appear to value the teaching that the boys receive, and particularly whether the boys remain long enough at school to derive the full benefit of that teaching. You will report whether the results, taken altogether, are satisfactory and proportionate to the amount of endowment; and if not, whether the fault appears to lie with the school or with the parents, or is due to circumstances independent of both.

You will also inspect the grounds and buildings, and report on the schoolrooms, the accommodation for boarders, if any be provided, and the playground.

Finally, it will be desirable to ascertain the estimation in which the school is held in the neighbourhood, and whether there is any general wish to have a change in the character of the instruction, or in the laws or regulations of the foundation; and if so, what are the reasons for such a wish, and whether they appear to have any ground to rest on.

2. The great increase of late years in the number of proprietary schools is a strong testimony to the disposition of the public to think favourably of the principle upon which they are founded; and it has even been suggested that the grammar schools might be much improved by attaching proprietary schools to them. It will

be well, therefore, to examine with care what special results are obtained by schools of this kind, and to what causes these results are due. It is also of importance that you should ascertain whether the control of the directors interferes injuriously with the master in the conduct of the school. In other respects your inquiry into these schools will not differ from that which you will make into the grammar schools, except that the absence of a foundation will render unnecessary any comparison of the present condition with the object aimed at by the founder.

3. The great number of the private schools renders it impossible, even if it were advisable, to make a personal inspection of every one of them throughout your district. You must be left very much to your own discretion to decide which you will visit, and how closely and searchingly you will examine any that you do visit. But you will bear in mind that the general object of the Commission is to ascertain what is the character, quality, and moral tone of the education now given to the children of the middle classes; and you must push your examination far enough to satisfy your own mind that you can give a trustworthy report on this point. Many of the schools will undoubtedly be found so like each other, that to have seen a few is to have seen them all. The few that may perhaps be exceptional will be prevented, by being exceptional, from affecting the general result. By going first to the county towns, and one or two others of considerable size, and making a tolerably exhaustive inquiry there, you will probably obtain such a general conception of the education of the whole district as will enable you afterwards to decide without difficulty what schools to visit and what to pass over elsewhere.

You will be supplied with circulars of questions to be answered, and statistical forms to be filled up for as many private schools in your district as you find willing to supply such information.

B. To the inquiry into schools of the ordinary kind it may be well to add an examination of what may be called supplementary means of education. Such, for instance, are Art schools, which the scholars of ordinary schools have it in their power to attend, and special schools or colleges in which professional rather than general education is given.

This inquiry is to be considered as strictly subordinate to the other. General and not special instruction appears to the Commissioners to be their proper province. But still there are some facts which it is important to ascertain in regard to means of education of this kind. You will examine, for instance, whether Art schools are found to put good drawing within the reach of boys who could not otherwise obtain it, and whether this may not be the cheapest and most efficient means of supplying this kind of instruction. It is a question of the same kind, whether in towns good museums may not supply means of teaching natural science; whether the scholars from several schools might not attend a common lecture in chemistry and have the use of a common laboratory.

In the professional schools and colleges you should inquire what previous general instruction is found to be the best preparation,

and whether the authorities of schools of this kind prefer that their pupils should possess sound general knowledge on their entrance, or that they should have anticipated the elements of what they are now to learn. On the other hand, it would be well to inquire how far these professional schools are themselves successful in preparing boys for professions; and, if not successful, what appears to be the reason of their failure; if successful, whether that success has to be purchased by the sacrifice of general cultivation.

C. The education of girls does not fall so largely within the province of the Commission as that of boys. Girls are much more often educated at home, or in schools too small to deserve the name. And the Commission are not charged with an inquiry into domestic education or private tuition.

But the education of girls cannot be excluded from view. It is said that there are endowments to which girls as well as boys have a claim, and it will therefore be impossible to make recommendations relating to endowments without reference to both sexes. Further there are endowments not hitherto applied to education which may possibly be so applied hereafter; and in dealing with these it seems unreasonable to take for granted that girls are to be excluded. And even if the Commissioners find themselves unable to recommend immediate measures for the improvement of the education of girls, it will still be well worth while to ascertain and lay before the public information respecting the present state of that education, and thus supply a basis for subsequent action to this end.

You will, therefore, report on the more important girls' schools in your district, and particularly on any which possess endowments. You will endeavour to ascertain what amount and kind of education is generally considered necessary for girls, what time is given to it, what it annually costs, and how far it appears to fit the girls for their after life.

II. Besides inquiring into the state of education, it will be your duty to find out from the parents what are their own wishes, and what expense they are willing to incur. Upon their co-operation all improvement must mainly depend. And even if their wishes are mistaken and arise from imperfect acquaintance with the subject of education, it is still necessary to ascertain them as an important element in the consideration of what is to be done, whether through this Commission or other agency. The wishes of the parents can, of course, be ascertained only by conversation and correspondence. In the course of your examination into the schools you are sure to meet with many whose interest in the matter and general intelligence will make their statements on this subject valuable. You will endeavour to find out how far it is the wish of the parents to alter the subjects of instruction; how far to introduce teaching of a more professional character; whether they are at all aware of the cost of a really sound education, and whether they are willing to incur that cost; what are their prejudices in reference to associating with the class below them and the class

above them; under what circumstances they would prefer day schools or boarding schools respectively. The answers to these and similar questions will be of the utmost importance in determining what measures of improvement are not only desirable but practicable. In short, you will generally endeavour to inform yourself of the desire which may prevail among the middle classes of society in your district for an improved system of education that may be made available for their children, and also of such measures as may recently have been taken to meet their wishes in this respect.

In conclusion, I am to warn you that the Commissioners can give you no compulsory powers. The success or failure of your mission will depend very largely on your own tact and prudence. It is true that your duties are of a kind that ought to encourage those who are employed in education to give you every assistance in their power. There cannot be the slightest doubt that whatever tends to throw light on the present state of education, and still more whatever tends to improve it, will largely increase the demand for teachers of every kind, and by so doing will promote their interests, and add importance to their profession. But it would not be difficult to convey the contrary impression, and to close almost all access to information by prosecuting your inquiries in an inquisitorial and injudicious spirit. It will be your duty to arrive at the truth in whatever way shall give least trouble and least annoyance to those from whom you are seeking it. You will of course make no distinction with regard to religious creed in respect of the schools you may desire to visit.

The main object of your mission will be to collect matters of fact, and ascertain the opinions of others. At the same time the Commissioners do not wish to preclude you from expressing any opinions of your own as to the remedial measures which you may think expedient. But it will be desirable that you should express such opinions in as brief and summary a manner as possible.

The Commissioners consider that your inquiry may be completed in six months, and that you will be able to finish your Report within two months afterwards.

By order of the Commissioners,

H. J. Roby, Secretary.

SCHOOLS INQUIRY COMMISSION.

REPORT

BY

MR. C. H. STANTON.

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REPORT.

My Lords and Gentlemen,

I have the honour to lay before you a report of the result of my investigations into the state of education in the counties of Devon and Somerset, and the city of Bristol, with its suburbs.

Nature of the inquiry.

The present inquiry is limited by the terms of Her Majesty's Commission to those schools not already reported on, which are bounded on one side by the nine public schools of the Earl of Clarendon's Commission, 1861, and on the other by the schools of Popular Education, reported on by the Duke of Newcastle's Commission, 1858. Between these two limits fell all the endowed grammar schools, some endowed, and a very large number of private and proprietary schools.

Bearing in mind that by our instructions we were "to give our "chief attention to the schools attended by the children of such of "the gentry, clergy, professional and commercial men as were of "limited means, and of farmers and tradesmen," I endeavoured, as far as private schools were concerned, to pass more lightly over those which were educating the sons of richer parents—a class of boys substantially the same as those attending our public schools, and only allowed my inquiry on the lower side to be limited by the fact that the school had received the Government grant; or, in the case of endowments, was avowedly or actually intended for use by the poor.

Size, population, and character of district.

The acreage of the district assigned to me amounts to 2,704,400 acres, not including the county of the city of Bristol and its suburbs, the acreage of Devonshire being 1,657,180 acres, that of Somerset 1,047,220 acres. The combined population, according to the census of 1861, stands thus:—

Devon - - -	584,373
Somerset - -	444,873
Bristol - - -	163,000
	1,192,246 persons.

Being an increase since 1851

In Devon of - -	17,275 or 3 per cent.
„ Somerset - -	957 „ ·2 „

I should add that the population of Devonshire is unevenly distributed, the northern parliamentary division containing 171,368, the southern 413,005.

In regard to Devonshire, however, this increase is largely owing to Plymouth and Stonehouse, where, in the decennial period, the increase amounted to no less than 25,781, including 779 from Plympton, which, by aid of the railway, is becoming almost a suburb. Excepting, therefore, this increase of Plymouth and its

neighbourhood, there is a decrease of the population of 8,506 throughout the remainder of the county.

In regard to Somersetshire, the rate of increase is still smaller, amounting only to ·2, from which, if we deduct the increase in Bedminster and Axbridge, amounting to 6,161, we have also an actual decrease of the population amounting to 5,204, as compared with the census of 1851.

It may be convenient if I extract from the census of 1861 certain tables illustrating this point.

TABLE showing the INCREASE or DECREASE of POPULATION in the interval between the Censuses of 1851 and 1861 (Devonshire) :—

Superintendent Registrar's District.	Population, 1851.	Population, 1861.	Increase.	Decrease.
Axminster	20,303	19,758	—	545
Honiton	23,824	22,729	—	1,095
S. Thomas	48,806	48,405	—	401
Exeter	32,823	33,742	919	—
Newton Abbot	52,306	59,032	6,757	—
Totnes	34,022	32,942	—	1,080
Kingsbridge	21,377	19,394	—	1,983
Plympton St. Mary	19,723	20,502	779	—
Plymouth	52,221	62,599	10,378	—
East Stonehouse	11,979	14,343	2,364	—
Stoke Damerel	38,180	50,440	12,260	—
Tavistock	32,386	35,265	2,879	—
Okehampton	20,401	18,580	—	1,821
Crediton	21,728	20,274	—	1,454
Tiverton	33,540	31,305	—	2,235
South Molton	20,566	19,209	—	1,357
Barnstaple	38,178	36,293	—	1,885
Torrington	17,491	16,876	—	615
Bideford	18,536	17,790	—	746
Holsworthy	10,921	9,876	—	1,045

I give a similar table for Somersetshire, where the same fact is noticeable, except that there is a more marked diminution in the rate of increase.

Superintendent Registrar's District.	Population, 1851.	Population, 1861.	Increase.	Decrease.
Williton	19,895	19,918	23	—
Dulverton	6,025	6,051	28	—
Wellington	22,121	20,480	—	1,641
Taunton	35,114	35,601	487	—
Bridgwater	33,188	34,420	1,232	—
Langport	18,537	18,077	—	490
Chard	26,085	25,591	—	494
Yeovil	28,463	28,189	—	274
Wincanton	21,311	21,500	189	—
Frome	25,325	23,704	—	1,621
Shepton Mallet	16,957	16,619	—	338
Wells	21,342	21,889	547	—
Axbridge	33,059	36,106	3,047	—
Clutton	25,227	23,721	—	1,506
Bath	69,847	68,336	—	1,511
Keynsham	21,615	21,802	187	—
Bedminster	38,143	41,257	3,114	—

It will also appear from the following table that the rate of increase of population has been steadily diminishing for some years past.

RATE OF INCREASE between the decennial periods, beginning 1801:—

DEVONSHIRE.	Rate of increase per cent.	SOMERSETSHIRE.	Rate of increase.
1801–1811	12	1801–1811	10
1811–1821	15	1811–1821	17
1821–1831	13	1821–1831	13
1831–1841	7	1831–1841	8
1841–1851	6	1841–1851	2
1851–1861	3	1851–1861	·2

Thus it will be seen, that whereas Devonshire between the years 1811 and 1821 increased its population at the rate of 15 per cent., in the last decennial period it only increased it at the rate of three per cent.; and whereas Somerset, during the same years, increased its population at the rate of 17 per cent., in the period ending 1861 it only increased it at rate of ·2. In this decrease the two counties do no more than follow the analogy of many of the other agricultural counties of England. It is also noticeable that the females exceed the males in the two counties, in Devonshire by 25,551, and in Somerset by 25,513.

Both counties are eminently agricultural, but still, to some extent, retain their old reputation for manufactures. These last, during the present century, however, have greatly declined, and the trade has migrated further north, the use of steam having outbalanced the great natural advantages of the water power of a hilly district. Large manufactures, however, for woollen stuffs, lace, cotton, sail-cloth, and webbing are still carried on in Somersetshire, and the neighbourhood of Frome is celebrated for its cloth and the class of goods known as West of England goods. At Tiverton, North Tawton, Honiton, Buckfastleigh, and elsewhere, a large number of hands are also employed in various manufactures. Both counties, likewise, have a certain mining population. Devon is rich in its mineral productions, especially in the neighbourhood of Tavistock, near to which the celebrated Devon Great Consols Mine is situated, whose 1*l.* shares are now at the value of 600*l.* each. Somerset has its coal and iron mines in the neighbourhood of Radstock, and both counties, too, are maritime. There are thus many natural points of resemblance between them in their productions, the occupation of the people, and climate, and they are aptly joined together for the purposes of this inquiry.

Different classes of schools in it: 1. Endowed grammar. 2. Proprietary. 3. Private. 4. Endowed.

In the district assigned to me there are 15 endowed grammar schools or reputed grammar schools in Somerset, 17 in Devonshire, and two in Bristol, according to the list furnished by the digest of Lord Brougham's charity commission, 1820–1824, and six proprietary schools, all of which I visited. The number of private schools I cannot venture to give with anything like accuracy, and the following enumeration of the principal ones is a rough approximation, made up chiefly from directories. At each place I endeavoured to

ascertain which schools were of any mark, making numbers or any distinctive characteristic, anything in fact which might at all render them representative, the guiding principle in my selection of those which I asked permission to inspect. I regret that I have been obliged to leave unvisited several which, had the time at my disposal permitted, I should have been glad to become acquainted with. The task of selection was the more difficult from the great diversity of opinion which prevailed as to the merits or demerits of particular schools, or more commonly from my being unable to obtain any information even as to their existence except in their own immediate neighbourhood. I was generally obliged to make numbers the determining cause of my visit. I wish to take this opportunity of expressing my thanks to the many gentlemen who kindly assisted me in this preliminary matter—particularly to Mr. Templeton, the master of a well-known school in Exeter, and Mr. Roberts, the secretary of the Oxford Local Examinations, himself the son of a gentleman who kept a large school at Hatherleigh in days gone by, whose extensive knowledge supplied me with facts which as a stranger I could not have hoped to attain without assistance, and who procured me a welcome and admittance into places where otherwise I am confident my presence would have been regarded with suspicion.

The number of girls' schools is also very large, clustering principally round Bath, Clifton, and Plymouth, all the upper schools of the two first towns drawing their pupils from the whole kingdom. The number of pupils at each girls' school averages much less than that at boys' schools.

NUMBER OF PRIVATE SCHOOLS.

SOMERSETSHIRE.

Boys' Schools	269
Girls' Schools	134

DEVONSHIRE.

Boys' Schools	320
Girls' Schools	130

CLIFTON AND BRISTOL.

Boys' Schools	24
Girls' Schools	80

Official circulars.

In sending circulars I did not sow them broadcast, but did my best to select particular schools. In this, as indeed in many other matters connected with girls' schools, I owe many thanks to Miss E. Edwards, of Clifton, who spared herself no trouble in rendering me service and endeavouring to procure for me a favourable reception.

Imperfect results of sending them.

I sent circulars of inquiries to 127 girls' schools and 75 boys'; of these there have been returned to me—

DEVONSHIRE.

Boys'—Completely filled up	10
„ Imperfectly „	4
Girls'—Completely filled up	1
„ Imperfectly „	9

SOMERSET AND BRISTOL.

Boys'—Completely filled up	4
„ Imperfectly „	4
Girls'—Completely filled up	8
„ Imperfectly „	11
Totals—Somerset, Boys'	8
„ „ Girls'	19
„ Devon Boys'	14
„ „ Girls'	10
Grand total	51

Thus about 25 per cent. of those to whom I sent circulars returned them to me more or less filled up. The answers received from the girls' schools were for the most part very incomplete.*

Schools visited and examined.

I visited 43 boys' and 35 girls' private schools, and in several of them obtained permission to hear them doing their ordinary work, and to examine them myself. I actually examined 26 boys' and 22 girls' private schools.

I also visited, and in most cases examined, the following endowed schools :—

St. John's Hospital, Exeter.
Heles School, Exeter.
Silverton.
Colston's Hospital, Stapleton, near Bristol.
Queen Elizabeth's (City School), Bristol.
Red Maids, Bristol.
Lady Rogers, Poor Girls', Plymouth.
Bridge Commercial School, Bideford.
Dunn's School, Crediton.
Chilcott's School, Tiverton.
Sidcot (Friends' School) near Weston-super-Mare.

Here, too, I desire to take the opportunity of expressing my thanks for the kindness and courtesy with which, almost without exception, I was received by those with whom I was officially brought in contact. The very terms of my commission contained something which seemed inquisitorial, and a laborious work might have been made also a very disagreeable one. Nothing could have exceeded the courtesy I personally experienced, even from those who were unfavourably disposed to the objects of the commission, or the readiness with which information was generally given me; and in looking back on my past work I shall ever bear a grateful and pleasant recollection of the time I spent upon my inquiry.

Division of the subject.

The schools to which my attention was directed fell under three heads—Endowed, Proprietary, and Private. I propose to consider first the general state of education in the district assigned to me, and then more particularly to examine the special characteristics of the three classes, endeavouring to confine my obser-

* One lady returned the circular of 78 questions with answers to only two; namely, that the rector prepared the girls for confirmation, and that the school was connected with "the Evangelical Church of England."

vations to a report of facts, and the opinions I heard expressed by others.

1. State of Education.

The education provided in the counties of Devon and Somerset and the city of Bristol by means of endowments, proprietary schools, and private schools is very considerable, but in the case of the endowed grammar schools, as I shall show hereafter, is unevenly distributed. Indeed the north-western part of Devonshire and the northern and western parts of Somersetshire, as they are unassisted by endowed, so also do they seem deficient in the possession of any schools. All the great towns and their neighbourhood are well supplied in point of numbers with schools for every class; and in the purely agricultural districts, by the establishment of the proprietary schools of West Buckland and Sampford Peverell, and I may add, although not strictly proprietary, of North Tawton, attempts have been made to meet the wants of a large surrounding but scattered agricultural population. Of the towns, however, Bath and Bridgewater were both of them ill provided with good schools for the upper tradesmen of the town or farmers of the surrounding district.

Schools unevenly distributed.

But, speaking generally, the two counties and the suburbs of Bristol abound in private schools, the mildness and healthiness of the climate having attracted boys and girls from all parts of England; and Clifton and Bath are probably only rivalled by Brighton in popular favour as places of education.

Classification by payments into upper, middle, and lower.

It is difficult to classify these schools with anything like accuracy. I found as a rule that the terms charged usually indicated the class of those who attended them. Those schools whose terms were fixed at or above 50 guineas a year for boarders, and 8 guineas for day boys, educated quite an upper class; those whose terms were between 50 guineas and 30 or 25 for boarders, and 8 and 6 guineas for day boys, educated well-to-do farmers and tradesmen; and those between 30 or 25 guineas and 16 guineas for boarders, and 6 and 3 guineas for day boys, educated the smaller farmers and tradesmen.*

Thus we get roughly a threefold division of schools, of which the first are attended by the upper classes, more especially by those going into the army or civil service appointments, including a few of the richer farmers and tradesmen; the second by farmers and tradesmen; and the third by the smaller farmers, many of whom do manual work on their own farms, the smaller tradesmen, and superior artizans. For the sake of convenience I shall call these schools by the name of upper, middle, and lower.

Upper schools.

The schools intended for, and to some extent used by, the first or upper stratum of society include most of the endowed grammar schools and a large number of proprietary and private schools, generally situated near or in the large towns. Of the proprietary schools Clifton College, and Sydney College, Bath, profess to educate the sons of gentlemen exclusively. At Bath and Bristol

* In making this estimate I exclude the exceptional case of foundationers in grammar schools; and the terms for boarders would be slightly raised by extras. These came to very little in the lower schools.

the number of private schools for the upper class is very large, and they draw boys from all parts of England. They prepare to some limited extent for the Universities, but their *spécialité* is, perhaps, rather to send boys into the civil and military and East India services. They can hardly be said in any sense to reflect the educational status of the counties, being composed mostly of boys who come from a distance, or whose parents have come to reside on the spot for the sake of their sons' education, and can afford to let them continue their studies up to 17 or 18 years of age. They are presided over mostly by clergymen, or by men who have been educated at an English university. The middle schools also include some of the endowed grammar schools, but principally consist of the great bulk of the private schools, many of which go by the name of commercial schools. As a rule, the farmers and tradesmen do not avail themselves to any large extent, as I propose to show hereafter, of the education afforded by the grammar schools, except when some paramount local or pecuniary advantage steps in to influence their choice. The private commercial schools in fact have sprung up to meet a great want—the want of a cheap and what is considered a suitable education for this class. They universally, I believe, are presided over by laymen, and rarely by gentlemen who have been educated at an English university. These in fact are the schools which educate the mass of our middle classes, where boys seldom stay beyond below 50*l.* and where the cost for boarders varies from something 15 or 16, to 25*l.* a year.

Middle schools.

For this class of boys also a new form of educational establishment has sprung up. It cannot be denied that in the merely rural districts the character of the education given was not of a very satisfactory quality. The establishment of the two proprietary schools of West Buckland and Sampford Peverell, and of North Tawton and Wells middle schools, was due to a desire to bring the matured experience of cultivated minds to bear upon the education of the middle class. In all these cases the master is a layman, and drawn from the same social position as those whom he is appointed to teach.

What I have called the lower schools are attended by boys whose parents will not or cannot afford to pay 25*l.* a year, but I never met with any where the nominal terms were lower than 16*l.* for a boarder, although there was hardly any sum too low for a day pupil. In the towns especially, where competition was keen, day boys—reminding one of the story of the Brighton coaches of old—were almost taken for nothing. Boys of this class in all the quieter rural districts went constantly to the National or British school, but in most cases the struggle in the parent's mind between pride and his pocket terminated in favour of the former, and in many instances within my own knowledge, an inferior education has been submitted to, rather than the supposed loss of caste incurred by allowing a boy to be taught in the same class as the sons of his father's labourers. It is obvious that into this third class many of the second descend. This partly, I think chiefly,

Lower schools.

arises from the unwillingness of parents to make sufficient personal sacrifice for the cause of education, and from undervaluing its importance, but partly, especially where a farmer or tradesman has a large family to educate, from real inability to afford the cost.

Disadvantages under which farmers labour in regard to education.

Of these three classes of boys I do not hesitate to say that I think the last is the one whose education is in the most unsatisfactory state, and in the case of farmers living in isolated spots the hardship presses with peculiar severity. The great difference in the position of the smaller tradesmen and smaller farmers is this; the farmer often actually has not, supposing he cannot afford to send his son or daughter to a boarding school, the opportunity of sending them anywhere except to the village school, to which he sometimes sends his son, though with reluctance, but never his daughter; while the small tradesman in a town is in an *embarras de richesse* in this respect, and has merely thrown upon him the difficulty of selection. In a large agricultural district like the north-western part of Devonshire, the land lying between Dartmoor and the Bristol Channel, this is a very serious want. Many of the farmers will not, some cannot, afford 25*l.* a year to send their children to a boarding school, or even 16*l.* to send them to an institution which goes by that name; or if they do, it is for one half year, or at the outside a year, to be what is termed "finished." Boys of this description I often met with, the earlier rudiments of their education having been learned sometimes from a sort of nursery governess, where there is a large family, or at the village school, or by lessons from the village schoolmaster during the evening. Such boys I have seen and felt the profoundest sympathy for. Fine strapping fellows, "bloused with health and wind and rain," are unequally yoked with sharp little boys from the town half their age, less than half their size; where they were sensitive, as I believe often was the case, exposed to the perpetual mortification of the consciousness of intellectual inferiority, or when of a blunter feeling, themselves often doing injury to those around by the coarser exhibition of mere animal life.

It is impossible not to assign to the education of farmers a very prominent, if not a separate place in this inquiry, and to see that they labour under disadvantages to which the inhabitant of a town is a stranger.

Indifference of parents on the subject.

I was most struck in my inquiries with the general indifference of parents to the education of their sons. This especially was the case with the smaller farmers. The only spur which had goaded them into a languid activity was the growing consciousness that their labourers were being better educated than their own sons. And this was their grievance—not that their sons' education was not good enough, but that their labourers' was too good. As one of them expressed it, "I pay not only for "my own sons' but for my labourers sons' education, who receive "the benefit of the Government grant out of the taxes which I "pay." I cannot doubt that by thus touching their pride much has been gained towards a recognition by them that they must be

prepared to make a greater sacrifice to train up their children in accordance with the growing intelligence of these times than they have hitherto done.

No doubt in certain districts exceptionally favoured by the residence of landlords who take a real interest in the matter, or where the farms are large and the farmers wealthy, as in the neighbourhood of Bridgewater, the desire for an improved education was unmistakeably marked. But as a rule I found a profound indifference to the whole subject, not only amongst farmers but tradesmen; and the only apparent interest they took was shown by their grumbling at the excellence of the education at National Schools, and attributing to it the difficulty they found in procuring labour on their farms or servants in their houses. Very few of this farming class have any correct idea of the real cost of education. The results are not sufficiently immediate for their appreciation; they have no idea of estimating in money the subtle influences of humanity and refinement. Again and again I heard that the bargainings they made with the master were based almost exclusively upon a calculation of how much it would cost to keep the boy per week, and the profit to the master was to be made out of the board, without much thought being bestowed on the trouble of teaching.* The great value of a boy's labour to his father at certain periods of the year narrows to its closest limits the period to be given up to school. With day boys the slightest cause is sufficient to keep them at home; with boarders it is a common practice in the agricultural parts of both counties to keep them at home during the summer quarter. Some masters also assured me that it was not uncommon for a parent to send his son to school for a year or two years at 10 or 11, then take him away for two years, to have what was called a "run," and send him again for one year or even six months at 15, to be "finished." Farmers have justified this process to me by saying that the boy takes to his work again after the interruption with renewed vigour, and learns more in a day at that age than in a week at an earlier—an argument which of course would tend to postpone all education whatever to mature years.

Importance of improving it.

It is indeed a question of some moment how to improve the culture and sharpen the intelligence of the large proportion of those who are engaged in farming. None who have mixed much with the poorer class of them, can fail to be struck with the difficulty there exists in making a statement of any but the simplest facts intelligible to them, or the still greater difficulty they have themselves in rendering their own statements intelligible to others. Their vocabulary itself is limited. They are wholly unaccustomed to discuss matters beyond their own immediate interest. Considering, then, the enormous actual power thrown into their hands affecting the community at large, it is, as has been well said, "especially important to the farmer and his

* Many masters have assured me that, hard as the bargain was often driven, they never made a bad debt with a farmer, but the agreement was carried out with inflexible integrity.

" family, it may be added to his neighbourhood and his country " at large, that he should in early life acquire tastes of an elevating character, lifting him as we all need to be lifted above the " lowering tendencies of daily life. Therefore, important as the " habits of business and accuracy are for success in farming, the " cultivation of generous sympathies and social qualities is not " less required for the formation of the man."*

Two difficulties in the way: 1. The price parents are willing to pay. 2. The short time allowed for school.

The two great difficulties, then, at present existing in the way of giving a sounder and better education to the sons of the middle classes, more especially of the smaller farmers, are, 1—the price the parents are willing to pay; and 2—which indeed might come under the former head, the shortness of the time allowed for school. With most of them education is a disagreeable necessity; their object is to curtail its endurance, to minimize the weight of its incidence; but although they do not always act up to their convictions, they quite admit it has become a necessity, and have nearly abandoned the notion that what was good enough in this way for themselves is good enough now for their children. In one school I visited in Somersetshire, instituted mainly for the farming class, out of 32 boys who came in 1865, 15 were at or above the age of 14, 16 only stayed six months, and six only one year. They came to be "finished." They came, according to the master, profoundly ignorant, unaccustomed to methodical training, and without any acquired habits of study, and left the school to begin the battle of life and swell the numbers of that class whom we regard as the backbone and sinew of our fellow-subjects, with a knowledge of words and things so small as to be hardly credited. This is the only preparation which even now—although so much has been done to remove the reproach—has been received by many who have to sit on juries and decide intricate questions of fact or morality, to discern guilt or innocence, or strike the balance between conflicting interests, to sit on vestries, to elect members of Parliament, to administer our poor law, or consider questions of sanitary importance. To such an extent indeed is this finishing system carried, that in proportion as a school obtains any name for itself it is beset with applicants of this character; so much so that the leading schools in self-defence either decline to take them, or protect themselves by imposing an extra payment upon all who come above a certain age with the intention of only staying a year or six months.

Finishing.

But even when the boys come at an earlier age they do not generally stay long enough to derive the full benefit from the school. A very large proportion of the boys at the schools I visited left at 13 to 15. In other words they left at the most unsettled time of life, just when the intelligence is maturing, and when learning is beginning to be appreciated for its own sake, and when of necessity they can have only a most elementary acquaintance with the subjects they have been studying. It is one of the many advantages of the University local examinations that they not

* Letter to Sir A. Kerrison by T. D. Acland, 15.

only propose a definite aim to a boy's work about this period, but often are the means whereby another year is extracted from an unwilling parent towards his son's education.

There is no doubt that the question of improving the education of the middle classes is one now exciting attention amongst themselves. But I believe the movement has come from above, and from the schoolmasters themselves, through the agency of the university local examinations, and not from the parents. As a rule, the parents have grudged the education given to the class below without much caring about improving that of their own; masters have great difficulty in persuading them to pay the fee to enable their sons to go in for the local examinations; in many cases the master has to undertake to provide it himself. The common notion of education with many parents was that it was a kind of mechanical process whereby certain facts and accomplishments had to be crammed into a boy's brain; and in the lower middle-class schools, undoubtedly the master who turned out the best ornamental writers was the most popular, and many worthy masters have told me how discouraging it was to them to see how disproportionately this part of school work was held in estimation. I myself could name two or three schools which had a reputation for this *spécialité*. In one of them the master was deaf and heard the lessons through a trumpet, and the common story, which I had no opportunity of testing, was that so long as he saw the boys' lips moving he was satisfied with the performance of his pupils, but that the sounds which issued from them were not always the lesson. The importance of regularity of attendance and continuity of study was but faintly recognized. Supposing a grand total of three years to be set aside in a parent's mind as a sufficient time to be devoted to a boy's education, no scruple was made in distributing it over four years, keeping him at home the summer quarter, or even longer, and aiming at nothing more than that the sum of the months should in the end correspond to the required time. One farmer who rented 400 to 500 acres told me he had sent his son to six schools, chiefly with a view to see what he could pick up at each—his theory being apparently drawn from bucolic analogy, that his son by being rapidly transferred from one pasture to another would only pick up the choice morsels and eschew the bad. And indeed, even amongst people of superior position and education, it was difficult to find many who had considered the question sufficiently to offer many practical suggestions about it. All professed, and many, I know, felt, real interest in the matter, but I did not find public opinion at all matured on the subject; it was an unknown land, and some of those loudest in desiring the establishment of a good middle-class school were quite unable to sketch out any outline of what they thought requisite, or to define the subjects which they would require to be taught in it. Even those whose names are identified with the cause of education have more frequently had their attention occupied with that of the class below, rather than that of those whose school training is the object of this Commission, and have been unwilling to answer

Notions entertained of the meaning of education.

Opinions on middle-class education immature.

questions as relating to points they had not sufficiently considered.

2. Subjects taught in the different Schools.

Before remarking on the subjects taught in different schools, I must draw attention to the difficulty that often exists either in comparing one school with another, or even in obtaining a correct idea of the standard of attainment of any particular school. There is a wide difference between examining a school at the return from the holidays, when many of the boys are new, and many of the classes, from the additions made to them from lower forms, are practically deteriorated—and at the end of the half-year, when they are all ready and primed for their work. On several occasions I found it necessary to give weight to considerations of this sort.

In the upper chiefly classical.

In the upper schools the subjects taught were usually those of the public schools, giving classics the preponderating place in the course of study, a growing proportion of them giving also much attention to French. In some of them attempts from time to time were made to have a "commercial" or "English" division and a classical division, the former being mainly distinguished by being allowed to substitute some other study for Greek. Such was the case at Clifton College, where Mr. Percival assured me the system was working most satisfactorily. At the smaller schools it was not usually very successful—the masters complained that, as a matter of course, all the idlest boys gravitated towards it. I believe numbers to be an all-important element for the due working of this system, both as provoking the necessary competition among the boys themselves, and as enabling a master more exclusively to devote himself to the work, which otherwise is not apt to be taken up very earnestly. In some of the grammar, proprietary, and private schools of the upper class, the boys were reading Greek play and Thucydides, and construed the easier parts with ability and spirit, but it commonly happened that individual boys stood quite alone in their proficiency in this study. But, as a rule, in the middle and lower schools, Greek was a very tender plant which almost a breath could wither. From what I observed, I think the time wasted which is spent in teaching Greek verbs to a boy destined for agricultural or commercial life, or even any profession which requires him to give up his education at 16. The very letters in a few years will cease to represent any sound to him.

Greek.

Latin.

Latin was much more universal. It was of course taught in the grammar schools to all, except under very peculiar circumstances, and almost all the private schools steadily professed it. To expect that a boy who knows he is to leave school at 14 or 15, or even earlier, for a life where he will have no immediate use for it, or to suppose that he can at that age master it sufficiently to derive pleasure from the perusal of a Latin author, is altogether out of the question. The pleasure and the fruit of classical literature spring up at a later age—an age unconnected with dictionaries and grammars. The knowledge of Latin possessed by these boys was very elementary, and at nearly

every step they floundered into deep water; of those who were reading Virgil and Cæsar, very few even ventured on an easy piece of unseen Latin which I brought with me. Amongst those boys, however, who stayed at school later, till 16 or 17, many showed, without any pretension to scholarship, yet considerable facility in translating even pieces they had not seen before; Virgil, Horace, and Sallust were construed with care and accuracy by several boys in the upper schools, and I found them tolerably familiar with the declensions and conjugations of nouns and verbs. The tendency of the masters seemed always to be to get them on too fast. I found boys reading Homer and Cæsar who omitted all the parts of the least difficulty, including all the speeches, and learning Horace when they should have been learning delectus.* The more difficult task of translating from English into Latin was not successfully performed, and I believe I am right in saying that I only met with three boys out of, certainly, a not very large number who essayed the task, who did not make some grave elementary grammatical blunder. However, I am not at all disposed to undervalue the elementary knowledge of Latin which I encountered in the middle schools. The masters all declare they value the study of Latin as a training for the mind, and the concurrent assent of so many practically familiar with the working of the system ought not to be lightly disregarded. No doubt the professed partiality they have for teaching it may in some degree be due to the prestige of the name of what is even still the most universally studied language of educated Europe; nor must we forget, also, that there often would be a difficulty in substituting any other language. Granting it to be desirable to teach boys one other language besides their own, few masters know French or German sufficiently to make either of them a substitute for Latin, and few, although their number is increasing, have studied their own English tongue closely enough to teach it scientifically. Morell is still a sealed book to many, and the incessant work in which a master is engaged not unreasonably indisposes him to acquire or try new methods. I certainly believe that all the upper farmers and tradesmen are opposed to Greek, but are in favour of Latin being taught, though the general reason given me, either for this, or indeed French, being a desirable study, was that they were both so often quoted in the newspapers. This loyalty to Latin is, however, noteworthy, and I cannot doubt that something is due to the traditional importance and majesty of that grand old language. Even at West Buckland, where no pressure is put on the learning of Latin, but on the contrary it is paid for as an extra, and where the boys were about equally divided between farmers' sons and professional men and tradesmen, no less than 19 learnt Latin, and were encouraged to do so by the master. Earl Fortescue, who was kind enough to

Feeling of parents as to teaching classics.

Opinion of Earl Fortescue

* I remember hearing some boys translate the ode "Cœlo tonantem" with considerable merit who had no idea of metre, and made throughout a series of the most elaborate false quantities: *e. g.* Fertur pudĭcæ conjŭgis osculum.

as to substituting French for Latin.

take me to the school, expressed himself strongly in favour of substituting French for Latin when there was only time to attempt the teaching of one language. I may be allowed to quote his own words, forcibly expressed in his book on middle-class education:—"I myself entertain no doubt that without "classical education the best mental culture cannot be given. "But time must be allowed for carrying it on far enough for the "purpose. Such mere smattering or even so much of the rudi- "ments of Greek and Latin as can be learnt in the number of "years that can reasonably be spared for them by the average "middle classes, would practically, I believe, be of no greater "value as regards mental culture, and of far less as regards the "daily business of life, than the amount of French which could "be acquired with the same amount of labour. And the superior "facilities for retaining and augmenting the knowledge of a living, "as compared with a dead, language are even greater in propor- "tion than those for a first introduction to its study. And this "brings me to a third reason, the very tangible commercial value "of French."

I am inclined to think that all boys who go into professions or the higher branches of mercantile life, and who usually stay at school till they are 15 or 16, ought undoubtedly to be taught Latin. I met with none who regretted that they had done so, even where they had absolutely forgotten it, and I also think without exception all upper tradesmen and farmers were in favour of its being taught, side by side with French. If put to them in the alternative they would have preferred French. In truth, learning the two languages is not in fact doubling the labour and time of the pupil. Many masters told me that French was acquired with a facility by a boy who had learnt Latin to which one who knew nothing of it was a stranger. Still I confess that if a boy is to leave school at 13 or 14 for the farm or the shop, taking all circumstances into consideration, the shortness of time allowed, the cost of books, the want of appreciation either by him or his parents of its utility, and his own consequent want of interest in the study, I think French may be rightly and exclusively substituted for Latin, and some book may be selected which may combine a lesson of modern history with the training process involved in acquiring a language.

French.

No study, perhaps, was followed up with greater variety of success than French. Some schools made it part of their ordinary course indispensable for all. Others, I am happy to say a diminishing number, made it an extra. Here again I found the translation from French in many cases freely and correctly rendered, but an almost absolute incapacity to turn the simplest English into grammatical French. And I found, I believe, as an invariable rule, that the knowledge of this language was always more accurate where it formed part of the ordinary school work, and was taught by the English master, at all events concurrently with the foreign teacher. At the grammar school of Tavistock the head master speaks the language with fluency, and compelled his boarders on certain occasions, *e.g.*, at dinner,

to speak it, and himself constantly addressed them in it, I believe with the best results, as assuredly would be the case where the trained mind of a scholar throws life and reality into the custom. That French has, as Lord Fortescue says, a direct commercial value, I often had proof; boys who knew it got better places in merchants' offices or the post office; and in maritime towns especially a knowledge of it secured a superior situation. I remember hearing an assistant in a shop at Plymouth lamenting he had not learned French at his commercial school for this very cause; and when I suggested to him that opportunities were afforded by some of the institutions of the town to acquire it after the hours of work, he answered me by saying, that when he had been 12 hours in the shop he was obliged to give up every available moment for exercise and fresh air. German was rarely learnt at any schools, and then only by small numbers.

English spelling.

On the teaching of English much attention of late years has been bestowed. The homely but important subject of spelling is, however, still a very weak point. The number who could write from my dictation 10 lines taken from an elementary history of England without a mistake were a very small proportion. On several occasions I have had 20 to 30 mistakes, and in almost every case it was only the upper part of the school which I tried. Much has been said about the sons of our upper classes being as bad or worse spellers than those in the class below them. Such certainly was not my experience; and boys of the same age in the higher schools were unquestionably better in this respect than those in the lower. In no subject was the effect of a literary or intellectual home more apparent than here, and it was a common occurrence when I noticed an exercise more correctly spelled than usual to find that the parent of the writer was of some profession, or what I may call some more intellectual trade, as a bookseller or a chemist.

Composition.

A subject which seemed much neglected was original English composition. Making all allowance for the tender years of those with whom I principally was thrown in contact, yet certainly more might be done than now prevails. To acquire the habit of narrating or expressing in becoming language any familiar event, to reproduce the substance of a lecture, or to give an abstract of a chapter they have been reading, is a faculty important to be cultivated, and quite within the reach of boys at 12 or 14, even if an essay on an original subject be beyond their powers;* yet I believe such exercises are very uncommon. As to scientifically teaching English grammar, none but a new generation of masters seem to have attempted it. The excellent grammar of Mr. Morell with his analysis of sentences really invests an apparently dry subject with interest, besides forming an admirable exercise for the mind. Few of the schools were skilful in the analysis of

* At the request of the master I gave a subject for an English essay to the whole school at West Buckland. I was much pleased with the method in their composition shown by such young boys, and was more than ever convinced of the possibility of cultivating it.

sentences, but many of them were thoroughly competent to understand and parse the meaning and words of an ordinary sentence.

English literature.

The study of English literature was not much attended to. The College School, Taunton, was the most conspicuous instance where an attempt was made to teach it by a systematic course. It is not every master who could undertake this function, but every master might read a play of Shakspeare with his boys, or selected pieces from our best writers. I do not see why such selected pieces, one of Shakspeare's historical plays, for instance, should not be read with the boys as a lesson of Livy or Virgil, the meaning dwelt on, all the allusions carefully mastered, and the best parts committed to memory. In many schools now, where the influence of the university local examinations has penetrated, this subject is deservedly gaining ground, but under difficulties of which the expense of books is perhaps one of the chief.

Mathematics and Arithmetic.

But the subject on which the largest amount of time is bestowed, and undoubtedly in comparison with other subjects in the middle and lower schools, in which a large amount of success is attained, is that of mathematics and arithmetic. I am not myself competent to express from personal knowledge the merit of the work of any but the more elementary parts of mathematics; but comparing the work professed to be done with the results of the examinations of some boys afterwards at Cambridge, and at London University, and at the local university examinations, and having heard also the opinion of others more competent than myself to decide, I believe great excellence has been reached in many of the schools. The result of my own examinations, principally in arithmetic, sometimes in Euclid and algebra, has been this. It frequently happened that all my questions were correctly answered and the sums done rightly by the upper boys. Very many of them showed remarkable intelligence in their work; and their performances in mental arithmetic, (I particularly recall that of the boys at the Independent College at Taunton,) were exceedingly good. At the same time it often happened that the most lamentable ignorance was shown by the boys in the lower parts of the school of the principle of what they did. Boys, too, who were doing fractions and decimals were repeatedly puzzled when I asked them to explain familiarly to me the meaning of $\frac{1}{1}\frac{2}{3}$ of a loaf, or how many in a school of 40, ·5 represented. They were apt to regard the figures as mysterious cabalistic signs, with fixed laws and rules which had to be committed to memory, but had no bearing on practical life. Boys who could do square root could not tell the length of the side of a square where the area was given. I used to be asked to tell them the rule. The sums they did best were all money sums. Young boys, doubtless, do not think, and much knowledge must be dogmatically imposed on them, and the reason for it allowed to dawn on them as their minds mature; but still I think that the teaching the reason of things was unduly and unnecessarily neglected. It is indeed a tendency of all teaching for a master to forget the ever-varying material subjected to his hands, and explanations which long habit have crystallized in his own mind, and

which he almost mechanically reproduces to his class, he does not always remember, have been the result of a laborious process to himself and can only be the same to his scholars. The rule of three taught as a rule of proportion is not difficult, and substitutes intelligent arrangement of figures for a mere arbitrary form, yet very few boys realized the simple formula, or even indeed knew it by heart—that the product of the extremes is equal to the product of the means.* A sum in which the junior boys almost always stumbled was, given the dividend and quotient to find the divisor. Although, therefore, more time is devoted to the subject of mathematics and arithmetic than any other, and although undoubtedly great excellence is attained in it by many schools, yet considering it is the one subject, *quod ubique quod ab omnibus*, I found an undue proportion of those who could make nothing of their work unless the "rule" was given them, and whom the slightest question testing a knowledge of principle completely threw out. Again, the ignorance of notation among the lower boys was very remarkable. Notation stands to arithmetic much as spelling does to English composition. Boys who were doing algebra often went wrong in their attempts to turn words into figures, even with the words written down on their slates. In reading out an ordinary sum, where only five or six digits were involved, I was obliged constantly to correct the figures taken down. They showed also great want of familiarity with arithmetical phraseology, and made a ludicrous medley of quotients and divisors, sums and products. I believe much of this might be cured if arithmetic was more often taught in class with the aid of a black board. This plan is sometimes adopted, but more frequently the boy sits down to his slate with Colenso or Todhunter before him, and steadily works through the examples, and is periodically visited by the master, who corrects his mistakes. It is impossible to overestimate the importance of making quite sure of the ground we tread on. It is wearisome to the master as well as the pupil to be always repeating, and the show of the half-year's work does not appear very extensive; but no sure superstructure can be raised unless such be the course adopted.

Ignorance of notation.

On the whole, the knowledge shewn of Euclid was much inferior to that of arithmetic. Many parents saw no use in it, and petitioned that their sons might not learn it; it had no such direct bearing upon the business of future life as the multiplication of fractions or a sum in practice. But there were some very brilliant exceptions. Mr. Mencer, of Torquay, had a class who seemed thoroughly to enter into the closeness of reasoning required to

Euclid.

* I was especially struck with the truth of what I say when I heard Mr. Coomber, of the Trades and Mining School, lecturing his boys, about 12 or 13 years old, on this very subject and the properties of triangles, and the intelligent answers given by many of them. I also was pleased to find that this was the very lesson given some days before. He was breaking no new ground; and was in the habit of repeating the lesson till his class were completely familiar with it.

understand it.* At Honiton and Exeter I heard some excellent lessons plainly and practically given, and not as if geometry was a mere abstraction; but as a rule there was no subject in which I thought boys were hurried on too quickly so much as in learning Euclid. I believe a thorough knowledge of even the first 20 propositions, so thorough as to have them at the fingers' end, and understand them and repeat them with the same readiness and facility as a song learnt in childhood, is most desirable for a learner to acquire, and more beneficial to him than to have been dragged through the whole of the first book and carried on at once to the second, so rapidly that there would be hardly one proposition in the earlier parts which he could successfully prove, if called on to do so, without preparation. Such a piece of accurate knowledge forms a stand-point for all time.

Mensuration and book-keeping.

There are two other subjects to which I must allude—mensuration and book-keeping, both of which are much affected, especially in commercial schools. The former undoubtedly is of use to farmers in the measuring of ricks and fields, not that I believe it is often necessary, from the familiarity acquired by them in estimating the size of things without measuring, or in knowing that of their own fields or portions of them. But for all it is a good mental training, irrespective of its actual utility, if kept within due limits and not allowed to sink into a mere copybook display to be taken home for the holidays. I think bookkeeping is unnecessarily pressed. Parents urge it from the one idea which holds them so strongly, that they would have their boy learn his future business at school. It is very generally taught, certainly without much appreciable result in the case of farmers,† few of whom at present attempt to keep a balance sheet; and in the case of tradesmen, boys who leave school at 13 or 15 are not set to post a ledger, and moreover almost every different business has its own way of keeping accounts. I have heard from many tradesmen that what is wanted in a boy is more usually capacity to add up figures correctly and make out bills of parcels. After he has been in a shop or office a few weeks he becomes more quickly and practically familiar with the method in which a debtor and creditor account is to be kept, from his own observation of the realities of business and from instruction by those in authority, than he would from any theoretical knowledge imperfectly derived at school.

Drawing.

I next come to drawing and music. As might be expected the

* He selected two leaders, who chose their sides, and then challenged each other with different propositions and their proof, he himself standing by as referee and deciding with whom the victory lay; the boys seemed really to enjoy it.

† A farmer, an intelligent man, churchwarden of his parish, who had been seven years apprenticed to a chemist, and had turned farmer for the pure love of farming, told me he had made nothing out of the farm for some years. On questioning him I found that he wholly omitted to debit himself with his household expenditure, which, as he lived comfortably, had a wife and family, and kept a riding nag, was considerable.

former is very little studied; it is usually an extra, and the time devoted to it is apt to be deducted from play hours. In some of the large towns sufficient use was certainly not made of the facilities for learning drawing by lessons superintended by the School of Art. Taunton was an honourable exception to the rule, and several of the private schools there availed themselves of the services of the master. At neither Bath nor Plymouth was it a popular study. At Bath the master of the School of Art informed me there was only one private school which he attended; a marked contrast with all the poorer schools, which now almost everywhere are taught elementary drawing, and at Bath and Exeter are conspicuous for their excellence. Many intelligent people with whom I conversed lamented that drawing was not more largely introduced into all our upper and middle schools. Dr. Arnold, of Rugby, often expressed regret that we did not "turn our fingers to greater "account." Whether we regard it as a means of refinement, as an education for the eye, teaching it to appreciate form, or as strengthening habits of accurate observation, or again, as of direct utility for many professions and trades, it is equally admirable. It has also its moral aspect. It promotes domestic habits, and in long evenings or rainy days or illness gives wings to weary hours.

Government School of Art.

The work produced by boys studying drawing under masters connected with the Government School of Art, in most instances contrasted favourably with the work of those who had only learnt under private masters. The reputation of many of the private masters stands deservedly high, and undoubtedly the instruction afforded by them was generally the more popular; and I am aware that in what I say, I may incur the charge of having formed an opinion upon fanciful or unsubstantial grounds. In the middle and lower schools especially, of girls as well as boys, the elaborate baronial castle, the cottage backed by the dead level of profuse foliage, the turbaned chief, life-size, in coloured chalk, preparing to stab his daughter, were much more acceptable to both parent and pupil than the more unattractive forms of carefully drawn outlines of cubes in perspective, or deeply-cut mouldings; and yet this last seems to me the very grammar of drawing. A boy who can with a firm touch correctly represent from a model or from the flat the outlines of some simple object, who can draw straight unwavering lines and curves, seems to me in a better way for raising a future superstructure in art than he who is only accustomed to copy some elaborately shaded performance. I say it with all respect to the many who will differ from me, that the system accredited by South Kensington seemed to me more than any other to teach the ground-work of true drawing.

Music.

Music was so little learnt as hardly to call for separate remark. It is a very engrossing study, and there are many practical difficulties in generally introducing it. The whole school learned, at Mr. Reed's, at Fullands near Taunton, on Hullah's system, and also the boys at Colston's Hospital, and great care was shown in

attempting to teach them its principles. Though music may not be so directly useful as drawing, yet both of these accomplishments have an humanizing tendency, and are apt to increase the pleasures of domestic life; and in the case of farmers in rural districts, a knowledge of music not only multiplies their resources of innocent recreation, but adds to their usefulness in making them take an interest in the services of their places of worship.

Neglect of Physical Science.

There is one study almost completely neglected in all schools, high and low, at least the exceptions are so few that they are easily told. This is the study of physical science and kindred subjects. A man often lives from youth to old age without knowing the structure of a barometer which he sees every day, why the quicksilver rises and falls; what are the conditions under which water can be raised in a common pump; by what means the wires which stretch from pole to pole along the roads convey their message; or the meaning of the Solar System. I cannot here forbear quoting the words of Mr. Tuckwell, the master of the College School at Taunton. He says, "The one-sidedness of existing culture, and the "manifest defects this one-sidedness involves, the injury inflicted "by it on those many minds which display peculiar aptitude for "physical science rather than for languages and mathematics, and "its neglect of those faculties of all minds which only physical "science can call forth; the peculiar excellence of science as "cultivating, in a way attainable by no other means, the habit of "observation, of reasoning on external phenomena, of classifica-"tion, arrangement, method, judgment; its power of exercising "the memory at the same time that interest is excited and know-"ledge gained; its practical value as a preparative for professional "or general life, to the medical man, the engineer, and the agri-"culturist, as bearing directly on their daily work—to all men, of "whatever rank or occupation, as furnishing an endless resource "of exquisite enjoyment . . . all these points are pressed on "us eagerly by the leaders of education and of thought."* Mr. Tuckwell, who has had some experience as a teacher, affirms that he never met a schoolboy too young to derive enjoyment and benefit from scientific studies. "The faculty of observation is "perhaps the earliest faculty developed; the habit of inquiry "concerning things observed the earliest habit formed."

I know it is said that a boy who leaves school early can only get a smattering of these subjects. But a smattering on subjects of every-day experience is better than no knowledge at all. A knowledge of the composition and pressure of the air, the phenomena of heat, and the elementary laws of hydrostatics, are solid starting points, meeting with illustration and confirmation on all occasions, and are all the more likely therefore to be retained and amplified. Add to all this the engrossing interest when such study falls on congenial soil. And when there is a justly-raised cry for sanitary reform in our crowded streets and dwellings,

* Practical remarks on teaching physical science in schools, by Rev. W. Tuckwell, head master of the College School, Taunton.

what can be done if those who ought primarily to bestir themselves, and more immediately are brought in contact with the evil, and have to administer the remedy, are themselves ignorant of its first principles? There were a few schools where this subject was well cared for, amongst which I record, with pleasure, the College School at Taunton, far ahead of all; the Grammar School at Tavistock, the Wesleyan College at Taunton, and Mr. Flatman's private school at Frome. Others occasionally had lectures, and some were provided with a certain amount of apparatus, such as air pumps, electrifying machines &c., for the use and instruction of the boys. A few also possessed laboratories and taught the elements of chemistry; but there is a care required in the manipulation of the apparatus for this study, and an expense and trouble involved which always render it a difficult subject to teach effectively at schools.*

3. Method of Teaching.

The method of teaching of course varied; in many schools it was conscientious and good. It is with some diffidence that I make a few remarks upon what seemed to me to be errors more or less prevailing in the general course of the system adopted.

Tendency rather to exercise the memory than the reflective powers.

In some of the upper and many of the lower schools the lesson seemed too didactic; it was a lecture to the class; sufficient time did not seem to be given to the pupil to deliver an answer. It was instruction rather than education; a boy was not asked questions requiring thought in his answer, indeed very commonly sufficient time was not given him to collect himself. Sharpness and quickness seemed more aimed at than solidity and a well-digested reply. The questions were questions of mere facts, exercises of the memory, not of the reflecting powers; and when I examined the boys myself, I found it most difficult to get any answer which required any reasoning process or generalization of thought. In many cases they were evidently quite unaccustomed to have a question passed down to them one by one; it was an almost hopeless task to prevent a boy answering a question out of his turn, if he thought he knew it. This bad habit, I must so call it, was sometimes encouraged by the custom of the master as it were tossing a question into the midst of the class, with the word "Anyone!" whereupon a chorus of discordant voices would shriek out a reply. A more effectual plan for disguising ignorance could hardly be devised. Nor were, I think, the results obtained from each day's work sufficiently noted; often the lesson, so to speak, terminated in itself, and the boys were not marked, an arrangement perhaps fostered by the irregularity of attendance; and the quarterly or half-yearly examination was the only means of recording a boy's acquaintance with his work.

In many schools no prizes were given, on the ground of jealousy said to be excited thereby. I believe this to be a grave mistake; a boy of 10 to 14 requires an external stimulus; he cannot yet appreciate learning for its own sake. The custom, too, of doing almost all

* I say this *pace* Mr. Coomber, of the Trades and Mining School at Bristol, who I know will differ from me.

work on slates, in a great majority of the middle and lower schools, is apt to breed habits of carelessness and inaccuracy. Both for the convenience of masters and the advantage of boys it would seem very desirable that more of their work should be done on paper.* I fear the economical principle has stepped in here; the pressure of the parents who grudge anything which contributes to the expense being all powerful.

Want of good books.

In nothing is this principle so unfavourably shown as in the want of books for teaching. A Latin dictionary belonging to a boy in a middle or lower school was almost unknown. Sometimes two or three dictionaries were provided for the school, but in general the classics were learnt out of books which had a vocabulary of all the words at the end. Sometimes text books were jointly possessed by two boys, sometimes they belonged to the master, and a small payment was made by the pupil for the use of them during the half year. Sometimes, and of course usually in the upper schools, the boys possessed their own. No complaint was more frequent to me from parents than the expense they were put to for books. They seemed to think them mere mechanical appliances, to be thrown aside the moment the lame man could walk; forgetting, as Coleridge says, that books ought to be our companions and friends as well as our instructors. Hence the lectionary of the schools comprised every sort of cheap abridgment and outlines. A knowledge of history was still commonly imparted by books of question and answer; and in the study of geography, books had an undue share of attention as compared with maps.† At one school the text book was "Pinnock made easy." It was a wonderful book, dividing the history of England into chapters and numbered verses, like the Bible. In the whole of the reigns of the four Georges the only allusion to India was a brief account of the suffocation in the Black Hole of Calcutta; the longest verse in George IV.'s reign was devoted to a statement that the value of the dress of His Majesty at his coronation was 40,000*l.* At another school a history contained a page and a half describing the gunpowder plot, and devoted half a page to the whole reign of George III. At another the history used was "Eve's Universal History," which was gone through each half year, commencing with the reign of Ægialeus of Sicyon and ending with that of Her present Majesty of England.

One of the many advantages of the local examinations has been to sweep away much of this rubbish and introduce new books. The Student's Hume, Collier's, and especially I would name Ross's, histories of England are all of them useful and readable books, books which will bear putting on our shelves and referring to again.

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* I created in many cases some consternation by asking to examine on paper. It usually had to be torn from copy books; sometimes a packet of "superfine wove" note-paper had to be pressed into the service. We had to do a great deal on slates, and *vivâ voce*.

† Many of the schoolrooms were hung with excellent maps, giving the great physical outlines of each country, but not bearing marks of being very much used. In knowledge of history and geography the middle schools were superior to the upper.

In many schools the knowledge shown of the English history, especially the earlier parts of it, was very considerable; but there was very little precise or accurate knowledge of particular facts—Magna Charta was passed for the security of the liberties of the people; the constitutions of Clarendon were made to prevent the clergy having too much power; the seven bishops were sent to the Tower and tried because they opposed James' attempt to re-establish Popery. Some masters argued with me that this is all that, considering the time spent at school, they should attempt to teach.* I respectfully differ from them. The habit of reading attentively and mastering details is all important to acquire, and I believe the history of even one important reign, carefully and intelligently remembered and digested, is infinitely more profitable than a slipshod acquaintance with all the great facts of a longer period. It was much more common to find, especially with the younger boys, a knowledge of the dates than a knowledge of the events which they commemorated. I once was painfully endeavouring to extract answers from some boys at an endowed school in English history—and was really at a loss what to do—having laid bare a tender nerve, I had no desire to inflict unnecessary pain on the master, who was standing by. At length he put into my hands a table drawn out with the names, dates, and length of reign of the kings. I touched this spring, and the volubility with which the whole list was run through quite outstripped my power of following.

Want of precision in the knowledge of English History.

From what I was able to gather from head masters and others, there is considerable difficulty in getting efficient assistant masters. The pay of these gentlemen in the middle and lower schools is necessarily very low, varying from 30*l.* to 70*l.* a year. Such remuneration is insufficient to procure the services of first-rate talent, or if such be temporarily procured it does not continue. These assistant masters are all on the look out to better their position, and the change in them is very frequent and rapid. A very general feeling was entertained that Government would do good service by supporting some institution expressly established to meet this want.

Difficulty in procuring assistant masters.

I pass to two other questions referred to me by my instructions —the discipline and moral tone. It is impossible for me to do more than to glance at these. A single day or two days in a strange school and place were insufficient to enable me to do more. But of course, in regard to discipline, I saw a most marked difference in the conduct of the boys in school. It sometimes happened that the master left me alone in a schoolroom, when the demeanour of those left in the absence of their chief in different schools was very striking. In the majority of cases no change occurred, and the machine worked on with its usual regularity; but I could name places where the temporary disappearance of the

4. Discipline and Moral Tone.

* I remember a master complaining of the question given in the Oxford local examination as to "What was the battle of Spurs?" "As if," he said, "anyone cared about such a battle as that."

master was the signal almost for uproar, and where, close to me, boys engaged in fighting and antics of all sorts. I cannot attach much weight to what neighbours said; so much depends in these cases upon the disposition of the narrator, or upon his or her proneness to take offence, and, moreover, it is quite unfair that the evil deeds of one boy should give a bad character to a school. I say unfeignedly that the manner and demeanour of the boys were, with few exceptions, as far as they came under my notice, satisfactory and pleasant, and argued the presence of kind but firm dealing with them on the part of their master.

Copying at examinations too prevalent.

Of the moral tone of course I could judge less than even of the discipline; but I have one general complaint to make under this head, and this is the very common practice of copying during the examinations. This was partly owing to the necessity of the boys being somewhat crowded together from want of proper space, partly from their want of familiarity with the prescribed ordeal, and their attaching little importance to it. But in many cases what I would fain believe was only a thoughtless piece of immorality, was carried on almost without concealment. I cannot but consider that the value of many good papers done for me in the schools is materially diminished by this cause.

Disadvantage of small numbers at a school.

There is undoubtedly a disadvantage in small numbers as regards the moral tone of a school. Even where the aggregate number of boys was large, yet where many of them were day boys, they commonly left and went home immediately after school hours. Thus the boarders were reduced to but a small section, and this reduction was very unfavourable in regard to their games, or to the keeping up anything of an *esprit de corps.* Not only are numbers desirable on the ground of economy in teaching, and as increasing the stimulus of personal competition, but, I think, generally it will be found that they are favourable to the development of a healthier moral feeling. In a large school a public opinion grows up which, where a school is decently conducted, is more likely to work for good than evil. If the number be so small as practically to form only a family circle, the master becomes a private tutor, and a boy cannot be said to derive the full benefit of real School Life. The presence of numbers is an important element in the formation of character, when a boy has left the quiet of home, and principle has to take the place of innocence. In some of the middle schools I found the rule existing of boys never being allowed to be out of the presence of a master, who did not necessarily join in the games, but was simply detailed for what I must call the purpose of watching them. I doubt whether by this system a heavy blow is not given to that confidence which ought to exist between master and pupil, which so successfully obtains in many of our upper schools, and whether the feeling of moral responsibility is not much weakened by the consciousness of perpetual supervision.

5. School Buildings and Accommodation for Scholars.

It remains to say something generally of the accommodation provided for the boys. Unquestionably according to the notions of many of us, the arrangements would often seem rude and

incomplete, and I feel it is very necessary to guard against being over-fastidious in this matter. In the case of the endowed and upper private schools, at the head of which are gentlemen by association and position, as might be expected, there is little to take exception to. The schoolrooms were generally airy and well arranged, but sometimes overcrowded, especially, as often was the case, when the house was a mere adaptation of a private residence to scholastic purposes. The boarders in all the upper schools which I visited were well provided with washing apparatus, and the rooms fairly ventilated. There was not perhaps as much bath accommodation as could be desired. All had separate beds. In the middle and lower schools the dormitories were often crowded and inconvenient, although probably in many cases better than the sleeping accommodation provided for the boys at home. In the lower, and occasionally in the middle schools, all had not separate beds.* Sometimes the washing was done in a separate room, generally downstairs; in cold weather, especially, presenting anything but a cheerful and encouraging appearance. In many places also, where the washing took place in the bedrooms, the basins were insufficient for the numbers sleeping there, and had to be used in turn.

At several of the more public institutions, as the Wesleyan College, Taunton, Sidcot School, and Sampford Peverell, as also at Mr. Reed's private school at Taunton, a swimming bath is provided on the premises. At Colston's and Queen Elizabeth's schools at Bristol the boys every week enjoy the luxury of a warm swimming bath. At Exeter, by a praiseworthy arrangement, during the summer months the boys of some private schools twice a week are taken to Dawlish by train for sea bathing. Undoubtedly the lower one descended in the scale, the less seemed the anxiety about adequately providing for personal cleanliness or securing proper ventilation. The ventilation of many rooms—school and bed rooms—was often very imperfect, being effected by the windows alone. In one case, where part of the ceiling had been removed and some perforated zinc substituted, I discovered that all was a mere sham, there being no communication with the outer air, or even with an open space like a garret, but the foul air was supposed to escape through the flooring and probably a carpet into the room above.

There was not much variety in the playgrounds. In the towns they were mostly small, and in the cheaper schools were not suited for more than mere childish games or a quarter of an hour's romp between school times. The day boys generally returned home without making much use of them. Where the boarders were numerous, the use of a field or common was generally provided for cricket or football; but in the lower schools there was nothing at all approaching the system and earnestness with which games were carried on at the upper schools. This arose as much from the difference of the social

* A master at one school told me that parents often requested that their sons might *not* sleep in separate beds.

habits and age of the boys, as from reasons of economy. A few shillings were a matter of moment to boys not already enthusiastic in the cause. Parents exhibited no wish for their sons to play cricket in the lower schools, any more than to learn drilling, which, being paid for as an extra, was also very generally neglected.

6. Education in Special Subjects.

In reporting on the general state of education I wish to briefly draw attention to the means provided for young men, or those whose education has been neglected in certain special subjects, to carry it on concurrently with their ordinary business after they have left school, and how far, when the opportunity is provided, they avail themselves of it, noticing also a remarkable attempt at Bristol to give to boys what is called a special rather than a general education.

Mere local efforts, such as Literary or Mechanics' Institutes, Young Men's Christian Associations, &c., desirable and useful as they may be in other respects, do not succeed when they attempt to take the place of the schoolmaster. At all the towns—where alone such things are possible—the lectures, I was told, tended to degenerate into comic or musical entertainments. In some places they were discontinued, and the secretary of more than one stated that unless they were of an amusing character, rather than instructive, they did not pay their expenses. It is indeed hard to expect men engaged in an office or shop all day to devote themselves to a systematic course of elementary teaching, unless under the pressure of some motive of self-interest. Exeter, Bristol, and Wells are the only towns in my district which had established any scientific classes in connexion with the science and art department of the Committee of Council on Education, and they had but small attendance. Mr. Tucker, the secretary at Exeter, informed me that 13 had been examined and passed last year, the city being especially distinguished in vegetable physiology and botany. At Wells last year there were nine who learned geometrical drawing and arithmetic, but the secretary had had no applications for attendance during the current year. At these places, it must be understood, a small payment had to be made by each pupil.

At Exeter.

At Wells.

At Barnstaple.

I found at Barnstaple a literary institution, which besides supporting reading rooms and a library, had evening classes during the winter months. During last year a French class was attended by 13, an art class (drawing, &c.) by 38, and a mathematical class by 62. It is required that the members shall be above 16 years old, and Mr. Bencraft, the town clerk, informed me that it was principally used by lads and apprentices from shops. I was struck by the largeness of the attendance in such a place, and found that through the liberality of a gentleman named Rocks, a native of the town, the youths I have named were elected members and paid for by him, and that he devoted 100*l.* a year to this purpose, so that they received all their class teaching gratuitously.

Trades and mining school at Bristol.

But there are many instances, where men's direct interests are involved, of their applying themselves diligently to scholastic work and making sacrifices out of their daily wages to do so. A

conspicuous instance is seen in the Bristol Trades and Mining School. This consists of a school for boys in the day and for adults in the evening. The boys pay 3*l.* a year each, and all extra expense incurred is met by subscription. The mining branch of it is defunct. The intention of the school is to give a special rather than a general education to the boys. The school-day begins with a half-hour's reading of the New Testament by all, and with prayers from the Church of England prayer book. The junior boys are taught nothing but English and arithmetic, except what they incidentally pick up in that process. They have to read, to learn, to write English—to use the master's own words, to thoroughly saturate themselves with it. When they are considered to have a sufficient knowledge of these two subjects, they all go through a course of—

Chemistry,
Descriptive geometry,
Machine and architectural drawing,
Theoretical mechanics,
Mechanism,
Experimental physics,
Euclid, algebra, and mensuration.

75 per cent. of the boys there are sons of artizans, and follow engineering business. It has been said this is a special rather than a general education, and the success of the school has been held up against those who maintain that all education should be general; but in truth all the early part is general, and there is too wide a range in the subjects afterwards learnt to permit the term special to be applied to it. The boys who go through this process are aged from 11 to 14–15.

The appreciation of the school is most marked, however, by the attendance of adult classes in the evening. The greater portion of these are formed of the old pupils of the school; those who attend must be above 16 years old; some have attended when 50 years old. They are divided into five classes, and each pays 7*s.* a quarter for any subject he chooses to take up. 132 attended at the time of my visit. Of these—

40 learned chemistry,—composed chiefly of druggists' assistants, perfumers, medical students, analytical chemists.
40 architectural drawing and descriptive geometry,—machinists, carpenters, architects.
22 French,—clerks and shipping people.
20 mathematics,—lower grade of civil service employés, who want to rise.
10 natural history,—mostly dilettanti, some surgeons' apprentices.

The success of this school is sufficiently shown when I mention, that out of the whole United Kingdom four medals were carried off by the pupils of this adult class alone, and in the official report by Capt. Donelly, Bristol is singled out, with four other towns, as specially deserving mention.

Having thus remarked generally on the state of education as I

found it at the schools which fell within the scope of this Commission, I propose to consider them under their distinctive character as endowed, proprietary, and private.

II. Endowed Grammar Schools.

The following is the list of places in my district where, according to the digest mentioned above (page 9), endowed grammar schools have been founded :—

Devonshire.	*Somersetshire.*
Ashburton.	Bath.
Barnstaple.	Bridgewater.
Bideford.	Bruton.
Chudleigh.	Chard.
Crediton.	Crewkerne.
Dartmouth.	Frome.
Exeter.	Ilminster.
Honiton.	Keynsham.
Kingsbridge.	Langport Eastover.
Ottery S. Mary.	Martock.
Plymouth.	Shepton Mallet.
Plympton S. Maurice.	Somerton.
South Molton.	Taunton.
Tavistock.	Trent.
Tiverton.	Yeovil. 15
Totnes.	
Uffculme. 17	

Bristol—The Free Grammar School.
St. Mary Redcliffe, 2

At all these places, except Dartmouth, Frome, Keynsham, Martock, Somerton, and St. Mary Redcliffe, schools are actually at work varying widely in the numbers, attainments, and class of boys who attend them, and in the extent of their endowment. At Barnstaple, Bideford, South Molton, Yeovil, there is a schoolroom, but no house for the master; at Bridgewater and Plymouth there is neither one nor the other. Trent is become a school for labourers' children; Martock languished and died not many years ago; Keynsham seems always to have lived a doubtful existence, and is now merged in the National School; Dartmouth, Frome, and Somerton exist only by tradition. The endowments are generally small, admitting of great individual exceptions—rising from a bare 30*l.* at Bridgewater, to the princely sum of 900*l.* a-year, besides school buildings, at Ilminster. They differ from each other in so many particulars that I shall not attempt to classify them, and shall at present confine myself to a general notice.

Irregularity of their local distribution.

The first thing which I have to notice, is the irregularity of the local distribution of these schools. Their tendeney is to cluster together. Within a radius of 15 miles from Exeter are the grammar schools of Exeter, Tiverton, Crediton, Chudleigh, Honiton, Ottery St. Mary, whereas in the great north-west district of Devon, of which Hatherleigh may be considered the centre, there is none within a radius of 16 miles.

So in the central and southern parts of Somersetshire we have Ilminster, Chard, Crewkerne, Langport, Yeovil, with Sherborne

just over the border, near each other; but there is no school west of Taunton, and none in the great agricultural district north of Shepton Mallet and between the Mendip Hills and a line drawn from Bristol to Bath. Crediton and Tiverton are within twelve miles of each other, Totnes and Ashburton within eight, Chudleigh and Exeter within nine, Bideford and Barnstaple within nine, Honiton and Ottery St. Mary within six, Ilminster and Chard within five, Crewkerne and Chard within eight, Bruton and Shepton Mallet within seven, Martock and Langport within five, Trent and Yeovil within five miles of each other.

Actual education primarily intended for upper classes.

Speaking generally, the education actually carried on at these schools is primarily intended for the upper classes, with but few exceptions. Whatever the class of persons may have been whom the founder intended to include, there is no doubt that the masters now assume it to be their first duty to teach the sons of the gentry, professional men, and upper tradesmen; that the school is popularly regarded as the gentleman's school, and that the chief objection amongst farmers and tradesmen to avail themselves of the education given there is, that it does not sufficiently bear the impress of a commercial character; that it is too much of a "Latin and Greek school" to be serviceable to their children. The masters invariably were in favour of keeping up the classical character of the school, and in this they were generally backed up by all the professional gentry and some of the upper farmers and tradesmen of the place; more from an idea that Latin and Greek were the essential marks of a gentleman's education, than from any defined belief that the imperfect acquaintance usually obtained with those languages would be of any benefit in after life, or from any theory that their acquisition was a desirable training process for the mind. To learn the classics was a definite mark of an upper class, and clearly separated the education of their sons from that of a merely commercial school. It is hard precisely to define the meaning of words so constantly repeated as a "good sound commercial education." It would exclude Greek, and in fact, although not in theory, reject Latin, allow a little Euclid and mathematics; but I believe that a knowledge of reading and arithmetic, a little book-keeping and mensuration, an elementary acquaintance with English history and geography, a little French if there is time, above all, copper-plate hand-writing are the chief points which enter into the mind of many parents as necessary to complete the definition.

Many of them languishing.

As a rule the grammar schools in this district, especially those in the smaller towns, were, with some notable exceptions, in a languishing state. Many of them had few scholars, and in many cases where the number of day-boys was tolerably full, the boarders had fallen off, and the schools were living on traditions of former greatness, and unequally fighting against younger establishments. Tiverton has 90, Ilminster 43, Exeter 48, Bath 65, against more than double or treble those numbers in former years. Trent, which during the present century had 40 boarders, is now a mere national school. A few years ago saw Bideford a thriving school. The glory of Plympton and Ottery St. Mary, where Sir

Joshua Reynolds and Sir John Coleridge received their early training, has departed, the one numbering nine, the other seven, on its list of pupils.

Their special characteristics.

And yet these schools must be regarded in some way as privileged and favoured over their fellows. They have special characteristics and advantages. They represent an idea of permanence. The judgment of men selected generally for their character and influential position, is called in for the election of the master, and an attempt is thus made to secure the efficiency of the school by appointing men of known ability to teach. A bounty is offered, by means of an endowment, to induce men of attainment to come forward as teachers, and thereby a cheaper education of its kind is provided than could be obtained at a private school. In some cases day boys are educated gratuitously, in others by the payment of so small a sum that it ought to defy competition—from 2*l.* 2*s.* at Plympton, and 4*l.* at Crewkerne, to 10*l.* 10*s.* at Taunton. The sum charged for boarders is also moderate, from 30*l.* at Honiton to 60*l.* a year, and occasionally more, elsewhere. Besides a fixed salary, the master usually receives a capitation fee depending upon numbers, thus having a direct interest in the prosperity of the school. Tiverton was a notable exception to this rule as regards the head master, where up to the scheme of 1865, the head master's salary not only could not exceed 400*l.*, but in certain contingencies was made liable to abatement, and in one year the sum received was only two-thirds of that amount.

The site and school buildings.

The buildings themselves are somewhat antiquated and not always venerable. Their site and condition have undoubtedly been among the influencing causes which have thrown them into disfavour with the upper classes as boarding houses. Indeed nothing was more striking in visiting them than to see how often their arrangements and position were lamentably inferior to those of the schools below them.* The confined space, the entrance in the narrow street, the site surrounded by houses, the rooms often in disrepair, in one case an adjoining cattle market, in another a churchyard on all sides, contrast unfavourably with the magnificent erections on healthy and commanding positions which even many lower schools under government inspection now possess.

The few of them that were picturesque or venerable generally paid the penalty by being deficient in working arrangements. There was a great want of class rooms, a want entirely of modern growth, our ancestors apparently being satisfied with one huge hall with a raised throne at each end, in which a master was to sit imminent. The sleeping accommodation was better, the paucity of boarders at most of them effectually preventing any overcrowding, and all the boys had separate beds. With but few exceptions a tolerable space was reserved for the playground; a laudable

* I may particularly mention the contrast between the Bristol Grammar School and Queen Elizabeth's Hospital; Bruton Grammar School, and the Blue Coat School; Chudleigh Grammar School, and the National; Barnstaple, and the Wesleyan and Blue Coat Schools; in all of which cases the comparison told sadly against the Grammar School.

desire prevailed on the part of the masters to promote the games, and few of them are without the use of a field for cricket or football; but with small numbers all games of course sadly languished. All the schools which possess a master's house, with the exception of Bristol, have accommodation for boarders. Most masters desired them; some declined them from indifference and dislike of the trouble occasioned by them; some were forbidden to take them; some had the privilege clogged by conditions which rendered it unavailing, as at Bath, where the head master was limited to six. I do not intend to discuss here the relative advantages of a day and boarding school, merely remarking that boarders represented the "aristocratic" element of the school, being, with some exceptions, sons of richer parents than the day boys, or at all events coming from a distance, which threw a veil over social inequalities. In some cases, indeed, gentry and widows with small means came to reside for the benefit of a cheap classical education for their children, as was the case at Crediton, Crewkerne, and Tiverton, and these of course would rank socially as high as any boarder. But the ordinary day boys, sons of the native population, notably the foundationers, did not usually occupy the same social position as these last.

I now propose to consider—For whom were these institutions meant, and do this class now avail themselves of their privileges? and then to examine some of the causes which have led to their partial failure as places of education.

Although in many cases intended by the founder to be local schools,

It cannot be doubted that these schools were originally intended for the benefit of the immediately surrounding population. "When "most of them were instituted they were each the centre of a "little district, generally the most populous and thriving in the "neighbourhood, and each school was considered as adapted and "calculated to supply the wants of its immediate circle. Com- "munication between different and particularly between distant "parts of the country was difficult and expensive, and conse- "quently young boys were generally educated at the nearest "grammar school to their place of residence. As communication "was gradually facilitated, additional encouragement was given "to masters of grammar schools who were known for their "industry or abilities by boys coming to their schools from "distant places, who, of course, must be lodged and boarded. "The masters of such schools, and especially of those where the "emolument is limited, could not fail to perceive what a golden "harvest they might reap by taking boarders into their own "houses. Many schools having obtained a high character as "places of education, were consequently more and more resorted "to by boarders. Some of these schools have risen and fallen "according to the reputation of the master for the time, and "others which are more commonly known as the great schools "have succeeded in maintaining a continuous reputation, partly "from superior merit, partly, perhaps, as Lord Eldon says, from "certain fashions about education."*

* G. Long on endowments in England for purposes of education.

yet their primary object would seem to be to promote the general interests of learning.

To all the schools I visited these remarks substantially apply. It may, however, be well questioned whether the primary intention of the founders, as gathered from the instruments of foundation, and read and illustrated by the light of the times in which they were written, was not to advance the general cause of learning, and then to benefit the particular locality; whether the interests of learning were not first and uppermost in their minds, and the interest of the particular locality second. Doubtless these worthy men thought that the two objects were compatible with each other, and the local feeling in favour of a particular town in days when locomotion was difficult was apt to assume an exaggerated intensity. But it cannot be denied that many of the wills and deeds of foundation are remarkable for the use of words showing the importance the writers attached to the raising up of a learned class, to the promoting of the interests of literature, and to the keeping up of a supply of godly men and loyal subjects. The century which succeeded the Reformation is marked by the establishment of the larger portion of these schools. It was a time of great intellectual excitement, when great objects were likely to override small ones, when the national benefit of raising up a learned body of men may well have been the object which presented itself in lines of marked distinctness to the mind of the founder.

Subject to these considerations, they seem to have been intended to satisfy the wants of the provincial town, or of the immediate neighbourhood, and if there were insufficient material to fill them at the time of foundation the founder contemplated the influx of strangers to derive benefit from his bounty, and thereby also, by inducing residence, to confer advantage on his native town. But none of the early foundation deeds seem to have had boarders in view: the schools were to be day schools, which of necessity involved residence. Many in terms give the preference, if not limit the education, to the children of the particular locality. The founders were men of all ranks, kings, bishops, and priests, and not unfrequently laymen who had raised themselves by commercial pursuits, and felt the importance of what probably they had had themselves but a scant allowance, and were desirous that the youth of their native town should not labour under similar disadvantages.

LORD WHAT I HAVE 'TWAS THOU THAT GAV'ST IT ME,
AND OF THINE OWN THIS I RETURN TO THEE,

inscribed over the school at Kingsbridge, is a pious expression of what many such men did by way of a votive offering in acknowledgment of prosperity vouchsafed to them. Most of these schools were expressly directed to teach grammar, *i.e.*, by a definition sufficiently recognized for the present purpose, Latin and Greek; but there are some where no such injunction is given, and the classical course has obtained only by custom. Many, too, of the foundations contain expressions large enough, without doing any violence to language, to embrace in a very wide sense a liberal course of education.

They were to teach grammar.

As far then as they were intended to be local schools, let

us see how the immediately surrounding population has availed itself of them.

Instances where the surrounding population has not largely availed itself of the privileges of the foundation.

At Tiverton, where instruction is contemplated for 150 natives, *i.e.*, those born there, or brought up for the most part before the age of six, there actually are or were in 1863 only 16 to avail themselves of it. At Ilminster 30 foundationers, residents in the parish, may be elected and entitled to the benefit of a gratuitous education; there were only 26 there when I visited the school. At Uffculme four boys are entitled to free education, two from Uffculme, two from two neighbouring parishes, Burlescombe and Holcombe Rogus. No such boys were there when I visited the school, nor had there been any applications of late. At Bruton the governors have the power of sending free boys, but have not of late exercised it, having had no applications. At Kingsbridge, where foundationers are entitled to gratuitous education, as well as to an apprentice fee when they leave, even with this bribe held out, there are still four vacancies. At Langport, out of 30 free boys who are entitled to be admitted, there were only 19 in the school. At Ashburton all residents are entitled to a free education in Latin, Greek, and mathematics, a small payment being made for other subjects; only 18 were in attendance, of whom three were the master's sons. At Bideford four boys only made use of the school as foundationers, the full number entitled being seven. At Chudleigh, where the master has to teach Latin and Greek freely to all parishioners recommended by a trustee, one boy availed himself of the right. At Crediton,* where 47 resident boys are entitled to avail themselves of the privilege of paying for a general education only 3*l.* a year, and where moreover six scholarships of 10*l.* each may be held by them at the school, 35 formed the present number. At Honiton there were two, out of four who were entitled to be on the foundation. At South Molton the Latin school had been in abeyance for 20 years, and was just revived, the master's salary having been increased by a legacy. At Plympton all poor persons' children of Plympton, Brixton, and elsewhere are entitled to a general classical education for 2*l.* 2*s.* each; I found only five at the school. At Bath 50 boys may be on the foundation, and the education of such is entirely free, yet in 1864, there being five vacancies, there was no application to fill them up.† At Exeter the trustees claim the right of sending four free boys to the grammar school, sons of freemen; at present, I believe, there is only one, and it is long since the number has been full.

In the above cases then, at all events, it is fair to infer that those entitled to the benefits of the foundation in these schools, who almost invariably are the residents, do not for some reason appreciate the advantage offered to them.

* Here, however, the head master was only appointed in 1865 (August), and had only just taken possession of the new school buildings.

† In this case I should remark that a preliminary examination, of a most elementary character indeed, had been established, but alarming to the class who presented themselves for admission. It was given up, and the number is again full without any pressure of applications.

Exhibitions and scholarships not filled up.

Again, many of them have exhibitions and scholarships at the universities attached to them: let us see how these have attracted candidates.

At Kingsbridge there were three vacant for want of boys to fill them, of the value of 40*l.* each, and there were none in the school at present likely to apply for them. So also an exhibition of 60*l.* had not been filled up at Crediton, and at Ashburton the Gifford exhibition to Exeter College had not been carried off by the school for 20 years. At Ottery an exhibition had long not been filled up, and the Glanville exhibition at Tavistock was in a similar predicament. At Exeter, I understood from the head master that till within the last 10 years the exhibitions, which average two a year, were not, for dearth of candidates, always filled up; and even now, except in two instances where the contest lay between only two candidates, there has been no competition for them, the examiner merely having to report that the candidate reached a certain mark. At Bristol, in a school of 230, although the exhibition is filled up, up to the present time there has been but little or no competition for it. At Bruton two exhibitions of 30*l.* have been vacant since 1861. At Crewkerne, where, on the average, one exhibition is vacant every year, there is not always competition, and an exhibition which is open only to foundationers, *i.e.* the inhabitants and the parishes within six miles round, a population of some 12,000, had only one applicant during 10 years, and that applicant the son of the head master himself.

At Ilminster during seven years only three boys have applied for an exhibition, one being vacant every year. At Bath an exhibition of 60*l.* to one of the Universities was offered to the school a few years ago; three years elapsed before a candidate could be found. Tiverton is the only school where the exhibitions seem to have been filled up with tolerable regularity, and to have formed the subject of *bonâ fide* competition; here they are occasionally awarded by the trustees for mathematical excellence. Even here an exhibition confined to natives of the town had not in 1862 been filled up for several years. Thus it would appear that these exhibitions, instead of affording a healthy stimulus to the school work, and of being the subject for emulation, in many cases have become a mere ornamental excrescence, which now and then a boy of richer parents than the generality of his fellows, and who therefore can stay longer at school, is predestined to carry off, if he can muster sufficient Latin and Greek to appear likely to pass the university examinations. It will appear also by reference to the tables that the number of those who go to the universities hardly ever exceeds the number of the exhibitions, and that where an exhibition is limited to the natives or residents, as at Tavistock, Ashburton, Crewkerne, Tiverton, it is apt to remain vacant for an indefinite time.

Small number of boys who go to the universities from these schools.

The only inference I wish to draw from this is, that the kind of education which culminates in three years at the university is, as a fact, the exception, not the rule, in these schools—it is not the education required. And although occasionally I heard of instances in which boys of humble origin were by aid of the

endowment raised to higher position, and sometimes sent to the universities, yet we may pay too dearly even for this, if the interests of a whole neighbourhood are sacrificed to bring about so exceptional a result. An exhibition to the universities attached to a school may be a positive injury, if, as it sometimes has a tendency to do, it diverts the course of instruction from its legitimate channel, namely, that most suited to the majority of those who have the right to claim it.

Relative importance of Latin in time of Edward VI.

When King Edward VI. enjoined the teaching of Latin, that language possessed a relative importance which circumstances have greatly modified. It was then the only common vehicle of matured thought in Europe. It was the common medium for foreign intercourse: in it law proceedings were conducted, treaties made, inscriptions written, the best known specimens of literature contained. Admirably adapted by the richness of its inflexions to teach the structure of language and train the intellectual faculties, it also possessed a grammar which had been systematized and arranged with some method. What, in those days, could have taken its place? We had no literature, an imperfectly formed language, none of the great scientific discoveries of modern times in physics or geology had taken place. Of necessity it became the great educator of the age; its acquisition trained the mind, and when acquired, it unlocked the door to the world of thought. The great middle class, the characteristic of our times, which the increase of our manufactures, the extension of our commerce, and the improvement in our agriculture have mainly called forth, did not exist. The education of labourers' children as a class hardly seems to have been thought of, and the Foundations seem rather to have aimed at giving an opportunity for individuals, no matter what their rank may be, to rise in the world by their learning, than at indiscriminately affording instruction to a whole parish. In many cases, even as the population then stood, such instruction would have been a physical impossibility, although the words of the founder literally interpreted would bear that meaning.

Gratuitous teaching of Latin and Greek still kept up.

For many years down to quite recent memory the master, in some of these old schools, revenged himself upon the requirements of modern society by teaching Latin and Greek gratuitously, and refusing to teach writing or arithmetic except upon payment. At many schools even now the gratuitous teaching of Latin and Greek is solemnly professed, but the effect somewhat neutralized by substantial payments imposed upon what are now considered necessary subjects. Thus at Tiverton, in a scheme which came into operation as lately as the summer of 1865, this privilege is still retained. Any native, or duly qualified "foreigner," can claim it without making any payment whatever. This reverent deference, however, to the founder's literal injunction is perfectly harmless, as for many years past no one has availed himself of his right. In regard to these and other restrictions of founders, although modern ingenuity has removed all practical grievance from their observance, yet there is obviously an air of unreality about them which it is undesirable to retain, and their presence serves to

discourage a master from giving due prominence to other important subjects.

There is, however, no necessity to discuss here the propriety of deviating from founders' intentions when change of circumstances has rendered such a course desirable. The principle has been so abundantly recognized and acted on by the Legislature as to have passed the region of discussion. By the Grammar Schools Act of 1840, the course of instruction can be extended beyond Latin and Greek into modern subjects, notwithstanding the silence of the founder on these points, and indeed under this Act most practical grievances can be remedied by application to the Court of Chancery for a "Scheme," which, when granted, becomes the sole authority in the management of the school. But I am bound to express my belief that, however excellent in the main these schemes are, yet they labour under some disadvantages. They often are the result of a compromise between the new and old, the ancient ways and modern requirements, and do not always accurately represent what would have been enacted had the framers come to their work with their hands unshackled by tradition, and still less what the founder would have desired had he lived to take their place. As a fact they are of the most varied character, but their tendency is to tie down, rather than to leave free, the hands of the head master, and retain to the trustees powers of appointment and dismissal of masters, and of making regulations for the course of study to be pursued, to which, if strictly exercised, no master of independent spirit could possibly submit. They prescribe the number of boarders; in the general precision of their enactments they betray the anxiety of a Continental modern Constitution. A feeling of distrust of the head master seems to run throughout them, instead of that loyal confidence with which an executive officer should be treated by the governing body, which is the surest guarantee for the due performance of his duties. In almost all of them the trustees keep in their hands the appointment of the under masters. For the efficient working of a school this surely should rest with the head master, subject, if necessary, to the approval of the trustees. Many instances came under my notice where the existence of two or more independent potentates operated injuriously on the harmonious working of the school. In one notable instance the scheme drawn up by the Court of Chancery, fortunately for the school, was a signal failure, or at all events produced results which were not contemplated. After the school at Tiverton was broken up by the order of the Court that neither the head master nor the usher should take any boarders at all, nor any other master more than 10,* a clergyman, with the consent of the head master, opened a boarding-house in the town, and without being appointed master, or receiving any payment from the endowment, discharged the functions of mathematical master in the school; and from the numbers which resorted to his house as boarders practically upset

Grammar Schools Act, 1840 (3 & 4 Vict. c. 37), enables modern subjects to be taught.

Schemes.

Of a very varied and not always satisfactory character.

* It will be seen that by the scheme of 1865, which had not been acted on at the time of my visit, this rule has been now altered, but only so far as affects *assistant* masters.

the principle of the decision in the lawsuit which was to make the school a great day school. Nor, again, can it be said that the schemes are working successfully either at Bath or Kingsbridge, as I propose to show hereafter.

I am not at all disposed to adopt the view expressed to me by more than one gentleman for whose opinions I entertain great respect, that these grammar schools are effete institutions. Undoubtedly, when we find no candidates for exhibitions, privileges of foundation unappreciated, numbers scant notwithstanding the increase of population, we are bound to search for the cause of failure; but there are quite enough of them doing excellent work to remove the whole class from so sweeping a censure. There are many causes why several of them, irrespective of any incompetence which might be found in the master, should have diminished in importance and numbers.

Reasons for the diminution in importance of these schools.

1. The relative value to the surrounding district is altogether changed. Railways have placed the other great schools within reach, and notably Marlborough, Cheltenham, and Sherborne had drained many of the smaller schools in this district.

2. The tendency, therefore, has been to lower the terms of admission, and to educate a lower class of boys than heretofore. Parents are sensitive on this point; successful tradesmen do not as a rule patronize the grammar school of their own town, and are anxious to avoid the association with that stratum of society out of which they have raised themselves.

3. The facility being now so great, many prefer to educate their sons farther from home, as more likely to cure them of provincialisms and give them new ideas.

And, 4thly, and perhaps chiefly, because they are attracted by the reputation of the greater schools, and believe that whatever modern thought or experience has suggested as an improvement in the mental training or bodily comfort of their sons is likely to be found there, as also are the intellectual advantages derived from the presence of large numbers. They have there, moreover, a wider field, out of which their sons may make friends and acquaintances for life; and the security for good management which a large amount of publicity ever carries with it.

They stand between two fires.

Thus these old grammar schools often find themselves between two fires. The upper class of parents are disinclined to use them because they wish their sons to be further from home, object to the associates they may be brought in contact with at the local school, and prefer the education of the larger schools; while the farmer and tradesman decline the school chiefly because the subjects taught do not sufficiently bear the impress of a commercial character. The master feels bound by duty, and probably by inclination, to teach subjects suitable for the upper class; by so doing he does not, as a matter of fact, retain that class, and drives away the boys of the lower class, who but for such subjects being taught might be glad to come. The one goes to Marlborough College, Clifton College, or Sherborne Grammar School, the other to the commercial academy of the town, which supplies all that he

requires at probably a smaller cost than even the grammar school. At some of the endowed schools the smallness of the payment counterbalances the dislike of the education, and boys with the career of a grocer or draper before them are set to work at Cæsar and Euclid and the Greek grammar. A difficult task truly for a master to make any way with a boy who is to complete his education at 14, knows that he shall never make any practical use of what is being drilled into him, and who probably at home receives no encouragement to persevere in what his own parents openly regard with contempt.

Suggestion of Sir John Coleridge.

Sir John Coleridge well expresses, in a letter published in the "Guardian," a function which some of these schools might discharge, and of which indeed Honiton is in some sense an instance. He says there is a very large class of clergy, officers of the army and navy, medical men, solicitors, and gentry with large families and contracted means. These all wish to give their sons a liberal education; the public schools are too expensive, the middle-class schools are unequal to their wants, and he suggests that, under improved management, the grammar schools are well adapted for this purpose, at all events as preparatory schools, from which, by the aid of scholarships, a boy may pass on to a public school; and as to the objection to meeting the somewhat rough class of boys who are likely to enter as foundationers, and who probably would "finish" at the school, he thinks there is no danger, owing to the tender years of those who use it as a preparatory school, of their ever forming undesirable friendships with such boys; and on the contrary, there is a positive advantage in a boy of a higher degree in life knowing with some familiarity a few of the picked specimens of the class below him. If these schools could be kept as mere preparatory schools for the upper classes, without any large admixture of the class below, such a plan might be successful. But with great deference to so high an authority, I cannot help thinking that the difficulties are great the moment a large "finishing class" of boys who leave at 14 or 15 to follow trades or agriculture, are introduced, as assuredly would be the case, into such a school; and I doubt whether in the small provincial towns—say not exceeding 4,000 inhabitants—there are a sufficient number of resident professional men to support such a school as that supposed by Sir John Coleridge. No doubt what he says might be abundantly possible in places like Bath, Exeter, Taunton, Barnstaple, Bristol, and other large towns, where that class is large and often needs the assistance of a cheap school for liberal education. Such a school might there maintain itself as a day school, without the aid of boarders; but in the smaller towns, unless assisted by boarders, and independent of the support of its immediate neighbourhood, I venture to think, could hardly exist. The middle class would dislike its classical character, and make little use of it. As a noticeable fact, side by side with many of the old grammar schools was to be seen the vigorous growth of the commercial school, where life, energy, and numbers were present, and whose condition often

formed a suggestive contrast with that of its more venerable neighbour.

Difficulty of amalgamating two classes in the same school.

The amalgamation of classes in the same school, the upper with the middle or lower, is, without wishing to exaggerate, owing to our social habits in England, as far as my experience goes, beset with difficulties. In many of the new proprietary schools recently established, tradesmen's sons who live in the same town are absolutely prohibited. I know many instances where parents have objected to send their sons to the grammar school on account of the association they would have to encounter with boys they considered socially their inferiors, who in most cases are forced on the master as foundationers. Such was the case at Kingsbridge, Bath, Ilminster, Shepton Mallet, Plymouth, Bideford, and in some sense at Crewkerne. Instances were brought to my notice where head masters had resigned their office and opened a private school where boys of a lower class could not be thrust upon them and interfere with their reception of boarders.

At one place some gentlemen, some of whom were trustees of the grammar school, had actually secured the services of a clergyman to open a school in the neighbourhood, and guaranteed him a certain number of pupils, on condition, as I was informed, that he would take none below a certain grade. I am obliged then to confess that the plan which would bring together under the same roof the son of the gentleman and the farmer or tradesman, and teach them in the same lesson, seems, as far as this district is concerned, a failure. The boys are not, perhaps cannot be, placed on terms of perfect equality in all respects by the master or amongst each other. Privileges are allowed the boarder, who represents the higher class, which are denied to the day boy. Those day boys who are not equal in social position get snubbed by their schoolfellows, and are often excluded from the use of the playground, except by special permission of the master; and I found indications among the boys that they were not slow to enforce this rule of their superiors. I do not know that in practice it is felt as any great hardship, as the day boys usually go home immediately after school hours, and partly because I have no reason to think that permission is refused where the boy is himself respectable and well conducted. But complaints, which I cannot doubt were well founded, were made to me by parents of day boys of the treatment their sons received from their schoolfellows, and I cannot express myself too strongly against the impolicy of any rule being made which can serve to recognize a distinction, or to foster ungenerous treatment.

Failure of the attempt at Kingsbridge.

In no place is the failure of the attempt to mix the two classes more conspicuous than at Kingsbridge. The trustees there, acting under a most laudable and conscientious sense of duty imposed on them by a new scheme, elect on the foundation sons of the poorer tradesmen of the town. The upper tradesmen will not, consequently, avail themselves of the privilege, and prefer paying for their boys as for strangers. These foundationers are eligible at

eight and can stay till 14, when they receive an apprentice fee of 20*l.* It was the common opinion, amongst both trustees and inhabitants, that the boys came only for the fee and not for the sake of the education, which was wholly unsuited to them. In school these boys occupied, quite by themselves, one side of the room; they were heard in classes distinct from the rest; and the boarders were never permitted to be in the playground with them.

This school then is certainly rendered inefficient by the working of the scheme under which it is regulated. I do not mean to say that this is the only cause, but it is a sufficient one. The trustees conscientiously discharge what they believe their duty in electing these foundationers; the master, as in duty bound, teaches them Latin. But the school, which contained, as I learned from Mr. Ilbert, an influential trustee residing in the neighbourhood, when he was there, from 30 to 40 boarders, now has only seven, and it is plain that the gentry would now hesitate to send their sons there for the reason above indicated.

Affects the grammar schools almost exclusively.

This question of the admixture of classes affects the grammar schools almost exclusively, as almost without exception they lay claim to educate the upper classes, and are obliged to admit the class below either actually as free boys or at a very reduced rate. They cling to the traditions of the past; they have at their head gentlemen by birth, position, and education, and it is most natural that the sympathies of such teachers should lie chiefly in one direction.

Farmers and tradesmen prefer a master on social equality with themselves.

As to farmers and tradesmen, not only did I often find them objecting to the course of instruction pursued there, and sometimes believing that their sons were looked down upon, but this consideration also weighed with them—the masters of the middle class or commercial school are men of their own stamp, regarded as their equals, whom they do not mind speaking to or arguing with, with whom they feel quite at their ease, and with whom they are more likely to have their way on any point; but the master of the grammar school, a clergyman, a graduate of the university, is a kind of superior being, between whom and themselves there can be necessarily but little community of thought and feeling. However then we may regard the admixture of the two classes abstractedly as a mutual advantage, the parties most interested do not generally acquiesce in this view. As a rule the gentleman disapproves of it, and it is not always that the tradesman appreciates it. More than one tradesman objected to it, in conversation with me, on the ground that such intercourse was apt to give their sons the airs of a position they cannot and are not meant to support, induce expensive habits, and unfit them to follow a trade behind the counter or in an office.

Shepton Mallet as a middle-class school.

To show what can be done with one of these old foundations in a new dress I think I am justified in noticing the grammar school at Shepton Mallet. It must not be thought that I mean to imply that all schools should be modelled after its pattern, but certainly its peculiar circumstances deserve remark. Shepton Mallet is a quiet old-fashioned town on the northern slope of the Mendip

hills, and once was the seat of a considerable manufacturing trade which till quite lately has been declining, and the population had only increased by 13 persons between 1801 and 1851. In 1861 it had increased to 5,347, owing principally to the introduction of a railroad. Here, in the year 1627, a school was founded and endowed, the endowment at present consisting of an old and moderately convenient school building and house for the master, and in actual payment 30*l.* a year. At the early part of the century the school had fallen into disrepute, but was revived and became a successful upper-class school, the gentry of the county and from more distant parts resorting to it for their education. After this the school again declined, got into chancery, and ultimately in 1851 fell into the hands of the present master, who inherited three boarders and a scheme; but the trustees, as far as they were able, left him a wide discretion in the management of the school and the choice of subjects to be taught, their general intention apparently being to devote the school more especially to the education of the middle class. Latin and Greek are not a necessary part of the school course but are paid for as extras. The school now contains upwards of 90 boys, of whom about half are boarders, and of whom the upper and professional class, without being excluded, form only a small proportion. The common reputation of the school, which I gathered from all quarters around, is that it is intended to be, and in fact is, a middle-class school. There can be no question of the favour with which it is deservedly regarded, and I am confident that the upper as well as the lower classes of the neighbourhood would regard it as a grave misfortune if a system more of the character of that adopted at the public schools were introduced. Even here, complaints, I believe well grounded, were made to me of the injurious operation of allowing boys of a somewhat low order to be admitted into the school. It seems the master is under the obligation of teaching any number of boys the trustees may send him out of the town at 1*l.* a head, the only limit being the amount of endowment available for this special application. The boys who come in under this arrangement are of the poorer class, socially inferior to either boarders or ordinary day boys, and are said prejudicially to affect the school, the farmers and tradesmen objecting to their sons associating with them. The applications, however, to the trustees are not numerous, 18 being the number in the school, whereas 30 to 35 might be elected, many parents in the town preferring to pay for their children as ordinary day scholars than receive this bounty, and thereby make their children "charity boys;" and among the boys themselves there was an evident reluctance to enter the school under these conditions.

I single out this school for remark, as it is the only professed grammar school in this district which has deliberately, systematically, and I must add successfully, endeavoured to throw aside the uneasy pressure of old traditions and adapt itself to modern requirements. For the present constitution of the school two causes harmoniously work together:—

1. The master need not be a clergyman, or graduate of the university.
2. Latin and Greek are taught as extras, and are not a necessary part of the school course.

I do not say this is a type of what every school ought to be, or even that it is all that it ought to be itself. The master and trustees are both desirous of raising the standard of education; but there is a pardonable reluctance to interfere where a system is regarded as a success, where it satisfies the wants of the neighbourhood, and draws together a larger number of scholars than any other endowed grammar school in Somersetshire.

The educational endowments at Ilminster.

One other illustration I would give of the relative estimation in which the teaching as professed at grammar schools is held by those immediately entitled to its benefits. At Ilminster there is a very large fund applicable for educational purposes; out of it are endowed—1, the grammar school; 2, a school called the auxiliary or commercial school; and 3, a certain sum is given by way of contribution to some poor infant schools. The grammar school is meant to give, and actually gives, a classical education after the model of the public schools, and 30 boys of the town are entitled to use it as free boys. The master is in Orders and a graduate of one of the universities, and takes boarders. The master of the auxiliary school is a layman, and the subjects professedly taught are the same in kind as those at a good national school, but carried on to a higher stage. But the great majority of the boys of the town are content with the elementary instruction of this lower school; they are all day boys, and their education is absolutely free, even books being found for them. At the grammar school the foundationers were 26, the full number being 30; while at the auxiliary, 150 were on the register, and a farmer of the parish, who wished to send a son to school, assured me he deliberately preferred, as many of the tradesmen did, the auxiliary to the grammar school, as affording the most suitable education to a person in his condition. The existence of this auxiliary school has completely emptied the national school, and some of the tradesmen and farmers are beginning to complain of the associates with whom their sons are necessarily brought in contact.

In this case I cannot help remarking that a great opportunity of making a good middle-class school seems thrown away. Many of the boys attending the auxiliary school are fitted only for the national school. A penny a week used to be the payment at the national school. I am informed the master was most efficient, but he could not compete against the gratuitous instruction of the auxiliary school. The boys left, the master is gone, and the magnificent national school buildings, which the enterprise of the parish had erected, are used now only by girls and infants. I believe I speak the opinion of many interested in the welfare of Ilminster when I say that here is all the machinery already existing to try a gradation of schools. The grammar school might remain as it is, an upper school, and send boys to the universities, or prepare them for the public services or for public schools. The

auxiliary, under a separate master, a layman, could educate farmers' and tradesmen's sons; and the national, take those of the poorer classes and labourers. Boys who showed any indication of superior talent could be draughted from the lower to the upper schools. It is essential to this plan that the gratuitous system should cease. I fear this would meet with opposition, but I believe it would be overcome, and in return a higher kind of education given than is at present received. It is difficult, but not hopeless, to persuade men used for generations to the vitiated taste of education doled out to them as a charity, that there is a natural duty cast on a parent to provide for the spiritual as well as for the bodily wants of his child.

Morgan's school, Bridgewater.

An institution somewhat similar to the auxiliary school at Ilminster exists at Bridgewater. In this bustling, rich, and thriving town and port, the only upper school is a grammar school lately revived under the present master, very poorly, almost nominally, endowed. In a town of 14,000 inhabitants, the revival of such a school is justly appreciated. There is also an endowed school founded during the last century, called Morgan's school, from the name of the founder, and by him intended for the sons of decayed tradesmen.

Its history is somewhat remarkable. At present there are 130 boys. The terms of its foundation point to a class above those who attend the national schools; but the smallness of the fee required—4*d.* a week—keeps down socially the character of the boys who come. Many tradesmen, I was assured, were desirous of raising it to 1*s.*, the immediate effect of which would be to weed out a large number of boys who ought to attend the national school, and raise the standard of instruction for those that remain. The school, too, has this remarkable and most commendable regulation:—there are 30 foundationers in the school. These boys are elected as vacancies occur out of the school itself, by competitive examination, and are distinguished by their dress. They are the "scholars" of the school, are eligible from 8 to 12, and can stay till 16, and I was assured by the master they gave a decided tone to the school, being boys on whom he could always rely. The subjects now taught here are, in accordance with the wish of the trustees, not different from those of the national school. I agree with the master in thinking that the school educates a lower class than was contemplated by the founder. Indeed some 15 years ago it was quite a tradesmen's school, when the payment was 1*s.* per week. The vicar of Bridgewater persuaded the trustees to lower the payment to 2*d.*, in order that it might receive the Government grant, which, till the revised code came into operation, it continued to do. A migration immediately took place, the tradesmens' sons left, the bricklayers' and labourers' poured in. Since then, national schools have been established. The fees are again raised to 4*d.*, which has again driven away the labourers. This school, then, which is situated in a commanding and healthy position, has in itself all the elements of a great middle-class school. I myself conversed with men in responsible positions as clerks—receiving their 100*l.* to 300*l.* a year—who were educated

there; and it reflects honour both on themselves and the school, that some who hold and have held the highest position in Bridgewater are able to look back to it as the place of their early training.

Gradation of schools at Exeter by means of endowments.

The working of a gradation of schools is most completely carried on at Exeter. We have here, by means of endowments, a complete educational hierarchy. First, we have the grammar school for the upper class; secondly, Hele's school for the smaller tradesmen; and thirdly, the free school of St. John's Hospital, for the labouring class and artizans, where 200 boys are gratuitously instructed. Hele's school was founded by warrant from Her Majesty out of funds which a decision of the Court of Chancery threw into her hands in the year 1849. According to the prospectus the object of the school is to furnish a liberal and useful education to the sons of the middle and trading classes of society residing within the parliamentary boundary of the city and borough of Exeter, without the necessity of removing them from the care and control of their parents and guardians. The Queen has vested the power necessary to effect these objects in a body of trustees. Accordingly, on a commanding site on the outskirts of the city, an unexceptionable building has been erected and premises laid out, where 145 boys are educated, sons of smaller tradesmen, innkeepers, warehousemen—those under 10 years paying one guinea and above that age two guineas a year. For stationery, books, and drilling a small extra charge is made. None are admitted who have not passed a preliminary examination in the elementary parts of reading, writing, and arithmetic, and the list of applicants is always full. The boys leave on an average at about 12 or 13, and a boy recommended by the master easily commands a place in a shop or office. A tradesman with a large business in the city assured me that when in want of a clerk or assistant in his shop, this was the place to which he should naturally apply.

Danger of the abuse of the endowment.

The difficulty with this kind of school is to prevent the privilege from being abused. Parents who can well afford to pay a much larger sum for the education of their children than one or two guineas a year take advantage of it, to the exclusion of more really deserving objects. The trustees, I believe, discourage such applications, but I do not know they have any actual power to disregard them. Certainly instances of men of good position and with good incomes were reported to me who had availed themselves of the benefit of the endowment. But they are the exception and not the rule; and as an assistance to the lower middle class, I met with no similar instance of an endowment discharging so good a work. In fact, but for considerations of dignity, I believe many of even the upper tradesmen would be glad to make use of it; some indeed do, and the master of the grammar school complained to me that Hele's school had diminished the numbers of his own day scholars. The professional men, however, of the city entirely disclaimed any wish to make use of it, for whom, as far as endowments were to avail them, the grammar school alone was open; which, out of a total population of 42,000 souls, 36 day boys were attending.

The action of trustees in the management of the grammar schools next falls under notice.

Action of trustees in management of schools.

To speak generally, the one great constitutional function of trustees seems to be to appoint the master. After every effort has been made and precaution taken to secure the fit person, almost all experience shows that their action should but faintly appear, unless a knot worthy of their powers require to be unravelled. Mischievous activity as well as apathy in the trustees has injuriously affected many schools. However careless they may have been in their original selection of master I heard very few complaints of their undue interference in the school. It was unlikely, perhaps, I should. But I heard so many stories of their meddling in years gone by, that I cannot think the present generation of trustees is quite free from the charge.

But for discharging what I have called their one great constitutional function many of these bodies are not efficiently constituted. To select the fittest man for master out of 50 to 100 candidates is at all times a difficult task, and requires a rare discrimination, almost a peculiar mental training, for its proper exercise. To examine and weigh the voluminous testimonials sent in by ardent friends or even disinterested admirers of the candidate, to know by which to set store and which to pass aside, requires not only a highly trained mind, but a very extensive knowledge of persons. Besides all this, in a country town too often religious and even political or personal feelings are allowed to take the place of a discerning spirit. Notable instances of the mischief of allowing this feeling to step in will be fresh probably in the minds of all.

Not efficiently constituted for the selection of master.

These electing bodies usually represent the wealth and influence of the neighbourhood, in some cases of the county itself. In others the chief tradesmen of the town constitute the whole or part of the board, having originally been selected more as the guardians of the property of the endowment than as possessing any special knowledge on the subject of education. Hence it not unfrequently happens that two opposing interests arise—a town and a country party, the one desirous of introducing changes to which the greater conservatism of the other objects. In many cases their very size makes these boards unmanageable, and the largely diluted responsibility makes all careless. In others the trustees are also trustees of other charities of which the school endowment forms part, a circumstance which not only throws on them too large an amount of work, but also puts them often in a dilemma of conflicting interests, as might be the case at Exeter, Crediton, or Ilminster. In others an admixture of dissenters on the board is a source of ill-feeling. A merely local board of trustees, with its constant meetings, and the facility with which it can be brought together or its members personally canvassed, becomes all powerful for petty interference, but powerless to strike with vigour at critical times. Always on the spot, open to the complaints of parents, especially on trifling matters of discipline, hearing all the ill-natured gossip of the school-room, such a body of men have an irresistible tendency to interfere in the management, and their

Of whom they are composed.

Disadvantage of a merely local board.

interference of necessity keeps up an undesirable amount of irritation between themselves and the master. And yet they usually lack the unanimity amongst themselves essential to vigorous action. This is more especially the case in the larger towns, where they are often a very mixed body, and where the master is brought into immediate and friendly intercourse with a certain section of them. It is hardly to be expected that men so circumstanced would be found willing to call upon him to resign for alleged incompetence. A master may be an excellent neighbour and yet neglect his duties as a schoolmaster. If the question of dismissal does arise, it is more likely to be decided by personal considerations than a dispassionate view of the merits. The only effectual means of exercising this supreme power, I believe, would be by the agency of some external authority entirely unconnected with local interests or feeling.

At Bristol, Exeter, Crediton, Bath, and Ottery, the trustees not only act for the school but for a number of other endowments, accumulated for generations. I believe the interests of those schools would be best consulted by giving them special trustees.

At Ilminster the board is composed of conflicting elements, the remnant left of the old dissenters, the town party, and the country gentry. I do not think the trustees will be offended at my saying, that they do not always agree at their meetings, and that they have widely divergent views upon matters which come before them.

The trustees at Ottery St. Mary.

The cases of Ottery St. Mary and Silverton also require to be noticed. The endowment and patronage of the former are in the hands of a self-elected body of men called the Church Corporation, which is composed chiefly of substantial farmers, who regard the appointment as a valuable piece of patronage, and jealously watch to see that no usurpation takes place of their time-honoured power. Worthy and honourable as they are, I must remark that they are not exactly the men to decide on the merits of a schoolmaster. They farm their own land, and are not usually men of any high education or literary tastes. They fill up the vacancies as they occur with one of their own body, father often succeeding son. I may mention here, as I do without comment, that Sir John Coleridge, who is a native and resident of the place, and who has property in the parish, who lives within a stone's throw of the schoolhouse, who at his own expense has restored the magnificent Church, and is not altogether, it may be said, unqualified to form a judgment on educational matters, has never been elected a corporator, or allowed to have any controlling voice in the elections made by that body.

At Silverton.

At Silverton, again, the appointment of master is vested in the rector, the churchwardens, and four overseers of the poor. Consequently it is regarded as a good piece of patronage, too valuable to be allowed to get beyond the limits of the parish, and a man locally connected would have the best chance of election, and, as a fact, the present master is nearly related to one of the electors. Here then is a school with an endowment of a good schoolroom and what might be made a good schoolmaster's house, and 110*l.* a

year, which is now nothing more than a national school. Indeed I should speak very unfairly of many national or British schools if I compared them to it. But as it is, it is the only school in Silverton, and all go there, farmers and labourers, to acquire the most elementary knowledge without making any payment. The consequence was obvious. Whenever the parent required the child's labour he withheld him from school, the argument being, labour costs money and is valued, cannot be postponed; education costs nothing, can be picked up at any time, and weighed in the balance is not of the same importance. Out of 45 school days many boys only averaged 30 days' attendance during the summer months. With this state of things the parish seems perfectly satisfied, and would probably resist having to make any payment for education. All seemed to regard their present privilege, together with that of appointment of master, as an inalienable birthright.*

At Totnes.

Two other boards of electors also seem objectionably constituted; these are the boards of Totnes and Ashburton. Totnes is a parliamentary borough containing 4,001 inhabitants, and returning two members with a constituency of about 360. The mayor and aldermen have the right of appointment, and the present master was elected by them. Without descending into particulars, the element of politics, it is said, largely enters into the consideration of the fitness of a candidate for the post. I was informed that not only is this so, but that the three foundationers, who are also elected by the corporation, owe their election chiefly to party considerations; and I think I am hardly transgressing the bounds of confidence, when I state, that the establishment of a large and flourishing middle-class school in the town is partly due to similar causes, the politics of the one master being opposed to those of the other. This state of things was lamented by all sides, but acquiesced in. It was the common saying at Totnes, "Everything here is done by politics." Nor is the state of things much different at Ashburton. Here the trustees, vicar, and six sidesmen elect the master. I was told that the trustees were reduced to a small number at the last election, so that the sidesmen—tradesmen of the town—had a preponderating weight in the decision. The office of sidesman is only kept alive for this purpose, and for the election of certain scholarships in the school. These latter are given away for reasons wholly unconnected with intellectual merit, and in the election of master a great variety of influences other than considerations of mere fitness affects the votes.

At Ashburton.

Orders a customary, rather than an essential, qualification for the office of head master.

In almost all cases the deed of foundation does not require the master to be in Orders. At Bath it is accidental, the living of Charlcombe having been subsequently annexed to the head mastership, and the almost universal prevalence of the rule is principally dependent on custom. The opinions as to the expediency of

* I certainly found indications in the parish of a desire to do something to improve the school, but I fear it was not very earnest. My thanks are due to the Rev. A. B. Wright for much assistance he gave me in my inquiry into this matter.

keeping it up were much divided. The upper section, especially the gentry, were decidedly in favour of it as a guarantee of respectability, and in a small town the accession of a scholar and a gentleman as a permanent inhabitant is no small gain to a narrow circle. For the same reason these preferred an university man.

But viewing the question abstractedly, the reason for this requirement has passed away. The clergy have long ceased to be the only educated members of society, or the only members capable of imparting education to others; and one of the contributing reasons to the partial failure of the usefulness of some of these old schools may well arise from a man being placed at the head of them whose previous training has unsuited him for the post. The accident of Orders or an university education does not necessarily fit a man to be a schoolmaster. If where schools have manifestly failed as classical schools, a different kind of instruction were introduced, with a layman at their head, a man who had deliberately proposed to himself to follow the occupation of schoolmaster, and had not taken it up from a college fellowship or a curacy, because he wants to marry, or to use it as a stepping stone to something better, we might reasonably expect a resuscitation of many of these institutions. The dry bones might be again clothed with flesh.

Advantage of a master not being too far removed socially above his scholars.

I was struck with the number of well-qualified laymen who are now doing good work as head masters or subordinates in other schools. In truth, if a school be essentially a middle-class school, intended chiefly for farmers and tradesmen, the master who is of the same rank as his pupils, who understands their habits, sympathizes with their prejudices, and knows by personal experience their peculiar failings and temptations, is more likely to succeed in humanizing and teaching them than one whose associations are more entirely connected with an upper class. A clergyman who was master of a large upper school, once a mere farmers' school, forcibly dwelt to me on this point. To sympathize with them is the great secret of success in managing boys, and it is a very questionable advantage for the master to be too far above his scholars in social position.

Grammar schools all Church of England schools.

As to the question how far the existing regulations interfere with religious convictions, every grammar school professed to be a Church of England school, and generally to teach its doctrine. In my district there are a very large number of dissenters of different denominations. In the course of my inquiry, however, I hardly found any complaint of exclusion from the benefits of a foundation on religious grounds.

No complaints from dissenters on this ground.

If any jealousy existed it was not felt by dissenters towards the Church. And in no case did I find an instance of any master, whether he were Churchman or dissenter, priest or layman, who expressed anything but the most tolerant views on this subject, and who did not labour to widen rather than contract a restriction. Twice only did I meet anything like a grievance on this score. The cases were those in which the impolicy of a religious test is

most conspicuous, namely, those of highly conscientious parents. "I cannot," said one of them, "allow words to be put in my son's mouth affirming what he believes to be untrue, which will be the case if he learns the Church catechism." But, partly by a wise liberality on the part of those in authority, partly by the tact of the master, partly by the indifference of parents, or a certain bluntness of perception where their own interests are concerned, as a rule, where any benefit is derived from the schools, they are as much frequented by dissenters as by Churchmen. Indeed, at Kingsbridge, where the whole of the Crispin trustees are dissenters, they not only work in perfect harmony with the Duncombe trustees, who are Churchmen, but in reply to my questions expressed themselves perfectly satisfied with the existing order of things, which requires the Church of England doctrine to be taught at the school. Even at the great bulwark of the Established Church, Colston's Hospital, one-fifth are sons of dissenters, and Mr. Claxton, the clerk, a stanch Churchman, used only the language of wide liberality in alluding to this point.

Want of retiring pension for master.

There is one very sensible want which presses on these schools, that of a provision for the master when he is past his work. It is unjust to those who ought to benefit by the endowment that when the master from age is incapable of rightly attending to the school, he should still profess to carry it on. But it would be an unheard-of barbarity as soon as he became infirm after laborious work to turn him adrift on the world. Fortunes are seldom made by school keeping, and if a master resigned even the scanty income of an endowment he would sometimes be almost reduced to want. It was my lot to meet with some instances where this was forcibly brought before me. In one case the master had been for almost half a century teaching in the same schoolroom. I sometimes thought that there might be a fund established to which all masters of endowed schools should on their appointment be compelled to contribute a per-centage on the income of the endowment, to which any private schoolmaster might be invited to contribute, and in proportion derive benefit, in order to provide a retiring pension for declining years. Some such scheme is, I believe, actually in operation in the civil service, and although, under the Grammar Schools Act, pensions may be sometimes granted to retiring masters by the trustees, in many cases the income of the endowment is wholly insufficient to justify it.

Present system of examiners reporting to trustees unsatisfactory.

It will be seen by the returns that nearly all these schools, certainly all those of any numbers or repute, are periodically examined. The system adopted is not entirely a satisfactory one. The examiner in theory is appointed or approved by the trustees; in practice he is nominated by the master. Even if he be not a friend of the master yet he generally stays in his house, or enjoys his hospitality, and meets him daily in social intercourse. I think that an examiner so circumstanced, who has to report to the trustees upon the efficiency of the school, is placed in an entirely false position in regard to the discharge of his duties. I have read numbers of such reports; they nearly all give me the im-

pression of a struggle to soften the exigencies of truth; and I rise from the perusal of them forcibly reminded of the saying that language was given us to conceal our thoughts.*

I have thus endeavoured to notice certain peculiarities, merits, and defects in these endowed schools. All of them, the most flourishing and the most depressed, seem to have been subject to great fluctuations, even within late years. One cannot therefore resist the conclusion that confidence in the master is one main element of success. Sometimes the master is not able, sometimes not willing, to provide the kind of education suited for the locality; but even under all the disadvantages of the increased competition of modern times, there are too many instances of the successful working of these schools for us to suppose that they do not all of them contain a germ of vitality. With but few exceptions, arising from local causes, they form at least admirable nuclei on which to engraft a good school; and it must not be forgotten that they afford, even under their present defective constitution, opportunities for boys in the humbler walks of life to rise to eminence. Even without a large foundation a dignity is attached to the post of head master which not only attracts, but puts the occupier at the head of the educational establishments of the town. Wherever there are a decent house and premises with a small endowment, or even without it, experience shows us that a potential school exists, but it can only be quickened into life by energy, ability, and the power or the hearty willingness to adapt itself to the wants of the time.

The Grammar School, Queen Elizabeth's Hospital, and Colston's Hospital at Bristol.

I have reserved for a separate notice the three great schools at Bristol—the Grammar School, Queen Elizabeth's Hospital, and Colston's Hospital, the largest educational endowments in this district. The case of the grammar school came before the courts in 1860 on a question as to whether boarders might be taken, and is reported very fully in 28 Beavan's Rep., and will well repay a perusal to any one interested in these matters. By the decree in that case the master was prohibited from taking boarders, and the school is now a great day school, alone out of all the grammar schools which I visited.

The reasons given in argument, for and against this arrangement, seem to exhaust the subject. "In those grammar schools," says the judgment, "which from their position and neighbour-"hood are well attended by free scholars, boarders should not be "admitted, except to such a limited extent as not to interfere with "the general character of the school; and when a school has "attained a great amount of success under either system it would "be foreign to the duty or province of the court to interfere with "or alter that system." The school is in a central situation, which as a day school it ought to be. Although there are some

* I cannot, as an instance to the contrary, forbear mentioning the reports made by Rev. J. Earle, formerly professor of Anglo-Saxon, who examined Bath Grammar School in 1864 and 1865. The reports which were published in the "Bath Express." They seem to me models, both for their minute analysis and their kind but plain speaking.

obvious improvements which may be suggested, yet it cannot be said that the present system is not working well. Unlike Tiverton, Bristol has a large resident population, ready to avail itself of opportunities afforded it. None can deny that a city of 163,000 inhabitants, a city rich in charities of all sorts, should possess a school where a higher or more liberal education should, by means of an endowment, be brought within the reach of its inhabitants at a moderate cost. Such is provided at the existing school. The payments are very low for a rich city, and the number of the scholars—about 230—is some test of the appreciation in which the school is held by the inhabitants.

Advantage of the Grammar School to poorer professional men.

The social inequality of the boys who now attend the school, which is very considerable, is hardly felt. They have no opportunity of comparing it; they meet only in school; they have not even a playground, and separate for their homes as soon as their lessons are over. The rich people, especially those who are rising in the world, do not avail themselves of the school, as indeed there is no occasion they should: abundant opportunities are given them for education elsewhere. But for poorer professional men or their widows, for tradesmen, or even for artizans who would give their children the means of receiving a higher culture than they had themselves, it is impossible to over-estimate the advantage which is afforded them by this great institution.

Queen Elizabeth's and Colston's Hospitals.

For the classes below, two magnificent foundation schools exist. These are the City School, or Queen Elizabeth's Hospital, and Colston's School, which latter is now removed beyond the precincts of the city to Stapleton in Gloucestershire, where it occupies the palace of the late Bishop Monk. The City School occupies a healthy and commanding site on the slope of Brandon Hill. Colston's School used to occupy St. Augustine's Back, a crowded and confined part of the city. A favourite argument used against removing the school to the country was, that the boys being generally intended for town life ought early to begin to acclimatize themselves to it, and it was feared that the taste of a pure and healthier atmosphere might act prejudicially upon their future prospects. Thanks, however, to the good sense of the majority of the trustees, the school was removed to its present site, and no well-wisher to it can conceive anything but good resulting from the new arrangement. The endowments in both cases are very large, and maintain, clothe, and educate, Queen Elizabeth's 195 to 200, and Colston's 120 boys.*

Queen Elizabeth's is under the management and control of the charity trustees, who are also trustees of the Grammar School; Colston's under that of the Company of Merchant Venturers. In both these cases I believe the selection of boys for the foundation to be fairly and conscientiously made; and I could find no instance of any deserving case being neglected on any political ground:

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* At Queen Elizabeth's the cost is 21*l.* 11*s.* a head on an average of the last four years; and at Colston's it is about 25*l.* a head, including, in both cases, everything except house-rent. The boys have meat for dinner on four days in the week, but no beer.

but it is a matter of too great notoriety to be passed over, that the trustees of Colston's are all Conservatives; whereas Queen Elizabeth's were all Liberal, though in the last batch of trustees lately placed there to fill up vacancies several are Conservatives.

Queen Elizabeth's.

Queen Elizabeth's Hospital is managed with great care, is not the slave of unbending regulations, and is excellently taught. All the boys have to leave at 14, unless they specially are permitted to stay on by the trustees. There is a slight preliminary examination, no boy being admitted unless he can read, write, and add up figures, a rule which has operated well, as before it was introduced, boys, who had been promised a nomination, were taught nothing before they came, and merely idled about the streets. Some of the boys are taught Latin and the earlier books of Euclid, and several had reached Quadratics. Boys also go in for the university local examinations, but this is extra work, done for the most part out of school hours, at all events it is not allowed to interfere with the regular work of the place. When any boy shows great excellence in any particular subject, the trustees, on his leaving, provide for his attending lectures at the Athenæum for two years. Setting aside the great question whether any entirely gratuitous education be desirable, and fully aware that there were many boys there whose parents could well afford to contribute something towards their son's schooling, yet in all other respects I believe the school to be doing useful work. I cannot but think that the habits of order, neatness, and cleanliness they must there acquire, the taste for reading which a well-selected boys' library is calculated to promote, not filled with merely dull religious books, but with works such as those of Scott and Dickens; the indoor amusements, such as chess and draughts, and newspapers such as "Illustrated London News" and "Chambers' Journal," which lie on the table,—all exercise a most humanizing effect, and enable them to carry back to their homes new ideas of comfort, order, and cleanliness; and when they themselves settle in life this missionary work of refinement is not without its fruit.

Colston's.

Colston's School is intended for the same class of boys as Queen Elizabeth's, but differs chiefly in this respect, that the boys can, and generally do, stay till a later age; and often remain for seven years. The election of boys rests with the Company of Merchant Venturers and the representatives of the executors of Mr. Colston, called nominees, each of which bodies nominates 60 boys. Twelve of the boys, elected by the nominees, may be taken from any part of England, irrespective of birth; all the rest must be sons of freemen or born in the county of the city. An apprentice fee of 10*l.* is given when they leave. The nominees are mostly influential county gentlemen, with the Duke of Beaufort at their head. The standard of education was not so high here as at the City School, although the boys stayed so much longer. The trustees are reluctant to introduce higher subjects, as they are afraid of interfering with the character of the class of boys whom they wish to educate. The master himself would gladly raise the intellectual standard of the school which, in the opinion

of many, was hardly up either in the quantity or quality of its education to the spirit of the times. I found several big boys about 16 years old whom the master was obliged to keep in the upper class on account of their size, but who by no means deserved that place from their attainments. Boys are sent in hence to the university local examinations, but here too the work has to be done out of school hours, and much opposition was raised at first by the trustees, who feared to raise the education above the class of boys whom they desired to frequent the school.

By its foundation this school was essentially confined to education in the principles of the Church of England. Mr. Colston seems to have smarted under the rule of the Puritans, and possessed an intolerable antipathy to dissent, approaching the confines of bigotry. He seems always to have been as stanch a Royalist as he was a Churchman. The books used in his school are to have no tincture of "Whiggism" in them, the Church catechism is to be most diligently taught, the master to be a frequenter of the Holy Communion, to take the boys to Church twice every Sunday and Holy-day, on pain of removal; the boys are to be catechised by a catechist twice a week; and he further orders that in case the parents of any boy shall prevail on him to go to any meeting, or deter him from attending the worship of the Church of England, it shall be the cause of such boy's expulsion from the school and his clothes being taken from him. The apprentice fee is not to be paid for any boy who is apprenticed to any other master than a member of the Church of England.

All these regulations, made with the same earnestness as those of the founder of Corpus Christi, at Oxford, in his endeavour to dam back the waters of the Reformation, are supposed to be in force, notwithstanding which it appears that nearly one-fifth of the boys are sons of dissenters. And although the clerk informed me that the governors were not astute in taking objections on this score, yet no boy actually receives the apprentice fee without the production of a certificate signed by some member of the Church of England, testifying to the orthodoxy of the proposed master. A half holiday has taken the place of catechising the children on Saturday afternoon, which was enjoined by the founder; and the hour of 11 a.m., which he fixed for their dinner, has been postponed till 12·30.

Standard of education at these schools not high enough.

While we see much that is excellent in these two schools, we cannot avoid asking the question, are they promoting as much as they ought the cause of education? or is not the education made subsidiary to the charitable support and entertainment of the boys? They are fed and clothed for four to seven years, and ultimately apprenticed, sometimes even an allowance is made for their support at home during the holidays. Most of the parents, however unable they might be to afford any considerable payment, yet most undoubtedly could contribute something. The boys are mostly sons of the workmen or servants of the electors; at Colston's the sons of domestic servants, gamekeepers, &c. have

been amongst those elected by the nominees. But at both schools I believe what is called a "deserving case" would have priority of attention. The boys do the whole of the menial work connected with the establishment. When we consider the largeness of the endowment, the ample material all around, the capacity of the boys, as evidenced by the success which some have achieved in the local university examinations, the laudable desire of the head masters themselves to raise the standard of the education—when, moreover, we consider that at the time of the institution of these schools the education now given by national and British schools was entirely unknown—I am constrained to think that, with some little alteration, greater and more worthy results might follow.

III. Proprietary Schools.

The fundamental characteristic of proprietary schools, as distinguished from other schools, is a financial one. They are joint-stock companies, and after paying their own expenses they have to provide a dividend for their shareholders. They are necessarily more or less under the control of a body of men whose qualification is the possession by purchase of shares, though in some instances the directors hold a control either over the transfer of shares, by requiring their sanction to be given before the purchase can be completed, or over the nominations made to the school, by retaining a right of veto in each case. They have sprung up chiefly from the set of public opinion in favour of doing things on a large scale, which is supposed to present economical advantages. This most legitimate enterprise in the case of schools has commonly been prompted by a desire to obtain an improved education, for which numbers were considered an important element, unshackled by the traditions of the older schools, and thoroughly in accordance with the conceived wants of modern times. Undoubtedly the idea that they are to be successful in a pecuniary sense, at all events to the extent of being self-supporting, underlies their whole intention as it ought to do; under any other condition they become charitable endowments, with the disadvantage that any disunion among their shareholders may prove fatal to their existence. In some of them five per cent is paid on the capital subscribed, after deducting all necessary expenses, and any overplus goes to a sinking fund to redeem the debt which has been usually incurred, or under more favourable circumstances towards improvements in the school. In others the holder of a share possesses the right of nominating a boy, a right which he can transfer to another, and which has a value in the market rising and falling with the reputation of the school.

Their constitution.

Advantages from the possession of capital and a numerous body of shareholders.

These schools start with great advantages over private schools; they come into the world fully equipped. By bringing together a large number of boys under one superintendence, it is said a cheaper and better education can be provided, and a more able master secured, as he will be elected by the governing body, all of whom will have the strongest motives of self-interest in choosing the best man, and providing for the efficient management

of the school. By the command of large capital, beyond the reach of private individuals, arrangements can be made for the comfort and reception of scholars. They have influential names at their head. Each of the shareholders—a numerous body—is directly interested in filling the school, and acts as an advertisement to it; he most legitimately takes his own custom there, and induces others to do the same. In theory such schools possess such a weight of solid recommendations that no private school ought to be able to stand before them. But in my own district there have been many conspicuous instances of failure; and of those established the existence has been too brief to admit of our positively pronouncing upon their success: a quarter of a century is hardly enough to constitute a perfect life.

List of proprietary schools in district.

I believe I exhaust the strictly proprietary schools in this district, *i.e.* where the shareholders are intended to derive a pecuniary, or what is equivalent to a pecuniary, benefit from their payments, by the following list:

Wesleyan College, Taunton.	Sampford Peverell.
Independent College, do.	Sydney College, Bath.
West Buckland.	Clifton College, Clifton.

I was also shown the plans and designs for a large school at Northam, near Bideford, for which a considerable portion of the capital necessary for the undertaking had been subscribed.

Of the above six schools, the—

Wesleyan College has been established	23	years.
Independent	17	„
Sydney College	10	„
West Buckland	7	„
Sampford Peverell	5	„
Clifton	2	„

It will thus be seen that the age of none can, as yet, be considered venerable.

Failure of certain proprietary schools.

Without professing to have collected all instances, yet I have to notice several failures. They occurred within not many years, at Plymouth, in two instances at Bath, at Bristol, and at Weston-super-Mare; most of such failures being of quite recent date. From what I can learn, disappointment at the immediate results, and consequent misunderstandings amongst the shareholders, seem to have been the proximate cause of disruption.* All this class of schools seems to go through a fermenting process of disturbance, like new states, sometimes of revolution, from which they emerge refined and purified, or else are destroyed.

The magnificence of their presence and the completeness of the arrangements for the comforts of the boys in the larger ones, such as the Wesleyan College and Clifton College, and the excellent accommodation afforded by the others, are strong predisposing causes in their favour in the minds of parents. But in the case of all these schools an idea prevails that the course of education

* Although this is partially true of the Bath and Lansdowne Proprietary College, yet undoubtedly the main cause was the vain attempt to mix tradesmen and gentry together in the same school.

is more directed to what is called modern subjects. They are reputed to attend to the modern languages, and more especially to those subjects which prepare a boy for the examinations for the public services.

Clifton and Sydney Colleges intended exclusively for the upper classes.

Clifton and Sydney colleges are intended exclusively for the higher classes, those who intend to go to the universities, or are preparing for Sandhurst and the professions, and the governing body retain in their hands the power of rejecting any boy whom they do not consider qualified socially for the school; and as a fact would not admit the son of any resident tradesman. The Wesleyan and Independent colleges at Taunton prepare for the examinations at the London University, to which they are both affiliated; but the great majority of their pupils are boys who leave at or before 15 or 16 for farming or mercantile life. The two schools at West Buckland and Sampford Peverell do not at present soar so high as the others; they are especially intended for the agricultural class, and are filled by about an equal admixture of the sons of farmers and tradesmen, and a few professional men. This admixture must be regarded as most important for their success as places of education.

The difficulties with which the last two schools have had to contend in getting the class of boys for whose needs they were primarily instituted seem to be somewhat of this sort. The managers and founders rightly determined not to descend below a certain scale in their requirements both for the material comforts and decency of arrangements and quality of the instruction to be given to the boys. They therefore provided an accommodation and secured the services of a class of masters, both of which entailed a considerable expense. It was believed that generally the education of the sons of farmers was in an unsatisfactory state, and that a better system should be attempted. The minimum cost at which the promoters considered this could be done is above what many farmers at present are disposed to pay; not that they in many cases cannot, not that they do not think that the education given and the comforts received are not fully equivalent to the price charged, but because they can get all they think sufficient for their sons at a cheaper rate. Many of them do not yet appreciate airy and well-arranged schoolrooms, and dormitories, single beds, abundant washing apparatus, any more than they do the study of French or Euclid. Why should they pay 25*l.* to 30*l.* when they can get what they want for 16*l.* to 20*l.*? These schools then must be regarded as in some sense doing a real missionary work, endeavouring to lift others up to their own level rather than to adapt themselves on a mere commercial principle, to supply an illiberal demand. There are still many parents who are satisfied with their sons being instructed in the most superficial knowledge, nor can any blame attach to those schools which undertake to supply it, and make their hardly earned profit out of the scanty payments they receive, as best they may. The influence of West Buckland has sensibly affected the schools in the neighbourhood, and it naturally is regarded with some jealousy, as competing with them on unfair terms. But I am convinced it has

also opened the eyes of both farmers and some schoolmasters to the fact that something better than reading and the writing of an ornamental hand, and the merest rudiments of arithmetic, will be required from the rising generation.

North Tawton and Wells middle schools.

I ought, perhaps, here to notice two other schools, both founded with the express purpose of giving an improved education to the farming class, the school at North Tawton and the Rev. Mr. Blisset's at Wells. The former was established by aid of subscriptions from resident farmers and others, through the exertions and largely at the expense of Lord Portsmouth, and is actually endowed, in so far that the buildings and premises are handed over to trustees. It differs in this respect from West Buckland and S. Peverell, and also in being strictly undenominational, *i. e.* that the teaching of any particular religious doctrine is not made compulsory upon all, which causes it to be regarded with some suspicion by the neighbouring clergy.* This and the parsimony of the smaller farmers, who think they can get at a neighbouring village the education they want for 16*l.* a year, have as yet been causes for the numbers remaining small. Mr. Blisset out of his private means has established a middle-class school, intending it both for farmers and tradesmen at Wells. The terms are 30*l.* for boarders; none can say that the accommodation is too luxurious; the instruction is good; neither of them above what the class of boys, for whom they were intended, ought to receive. It is one out of the few attempts to meet an acknowledged want that has been made at a great sacrifice of time and money in Somersetshire by a private individual; and although it has had a fair share of success, does not receive that hearty support from those for whose benefit it was intended, which it deserves. Archdeacon Denison, too, whose interest in this subject is well known, and who for four years had a middle-class school in his own house, has now established one elsewhere, intending it for the children of the neighbouring parishes, and speaks well of its actual working and hopefully for its future.

IV. Private Schools.

If I have named individually the schools in the two other divisions of my subject—the endowed and proprietary—it is because their number is comparatively small, and because they more or less partake of a public character. It is impossible, and were it possible would be too invidious, to do this with private schools. Embracing so wide an area, with terms from 200 guineas a year for boarders, to 16 or even less, they assume to teach every class, and to exhaust the wants of every possible form of education. In this enormous crowd there are many admirable and well-conducted schools, and it is but small discredit to the general body to say there are also some exceedingly bad. I should ill repay the consideration and courtesy shown me by many of the masters who admitted me within their walls, and in some cases unreservedly laid bare to me

Wideness of their range and excellence of many.

* Mr. Waddington, Her Majesty's Inspector of Schools, unofficially examined this school, at the request of Earl Portsmouth, in November last, and in his report bears emphatic testimony to the amount of religious knowledge displayed by the boys.

all the nakedness of the land, if I said one word of disparagement of any particular school. I was most favourably impressed with the masters as an intelligent and conscientious body of men, most of them far in advance of the parents whose sons they had to educate, and whose caprices they had more or less to obey. I myself indeed never thought of them what one of themselves imputed to the Commission as a common belief, namely, that the middle-class masters were a set of broken-down greengrocers and tradesmen, who on the failure of everything else had taken to the profession of schoolmaster. I never myself imagined such a thing, and can bear emphatic testimony that the reverse is the case. Their very existence ought to belie so unworthy a supposition, if it ever were seriously entertained. We find them in many places without the protection of endowments, holding their own and actually beating schools which by their foundation subsidize a master, and provide assistance to the pupil both at school and when he goes to the University. It may have been the fashion with some to abuse the private or the commercial school, and believe it, upon no better foundation than the exaggerations of rumour or the childish feelings of class, to be a nearly worthless institution; a visit to some of these schools would have soon dispelled such illusions; while, in regard to others of a more indifferent stamp, when the actual circumstances were all known, the fault would be found to rest on other shoulders than those of the master. When we consider the many difficulties under which masters labour, more especially those of the lower schools, how doubtful a social position they occupy, their exhausting and laborious work, the whims and interference of parents which they have to encounter, and the scant payment which they receive for years of anxiety and toil, I believe there is no single body of men who deserve a greater amount of sympathy and respect. It is true, no doubt, that I was probably brought in contact with the best of them, and that the most incompetent masters are those who are most reluctant to have their system inquired into, or who open schools of ephemeral existence in out-of-the-way districts, about which I could gain little information, or which were unknown except in their immediate locality. I saw much that I disapproved, but much also that I approved; and in the former case the blame I believe was chiefly to be laid to the parent and not to the master.

Difficulties against which many masters, especially of the lower schools, have to contend.

There was undoubtedly a general impression prevailing among the masters that this inquiry was hostile to their interests. The names of some of the Commissioners were quoted as taking a hostile view, and I met with many who objected to answer the official circulars at all, as interfering with the rights of private property, or at all events who waited till they had been able to ask me some questions about the matter and been assured on certain points. When I first commenced my work the circulars were warmly resented, and I found it necessary in almost all cases to call first and explain personally the object of the Commission before the masters would consent to fill them up. Of all the schools which I applied for permission to visit or examine, three only

Misconceptions entertained as to the objects of the Commission.

all in Somersetshire, declined to receive me, two on the ground that the Commission was too inquisitorial, one on the ground that the routine of the studies would be too much interrupted by my visiting the school at any time except in the vacation. With these exceptions, I experienced no difficulty with any of the private schools, either in obtaining information or in being allowed to examine them. Some who allowed me to examine the school positively declined to answer the printed questions, but offered me any verbal information I pleased. More than one thought that there was a deep design in the Government, who had a motive other than educational in sending us round. One positively declined to commit himself to writing, "as there was "no knowing what a long-headed chap like Mr. Gladstone might "do if he got hold of the returns." Some also expressed a belief that the Government, seeing the education of the middle class was slipping out of the hands of the Church, was determined, by the establishment of great central Church of England schools, to bring it back. But anything like distrust was only expressed by few; and all the schools of dissenters, without exception, willingly opened their doors to me. I cannot help noticing the fact, which may be a mere accident, that all the largest middle and lower private schools in my district were kept by dissenters. Taunton, Frome, Plymouth, and Yeovil all contain large schools of which the master is not a member of the Church of England, but mixed up with the pupils at all of them are a large number of Churchmen's sons. I nowhere found the least reluctance amongst the *middle* class for either Churchmen to send to dissenters' or dissenters to send to Churchmen's schools. This reluctance is only conspicuous in the class above. There were 40 boys, sons of Churchmen, at the Independent College at Taunton.

Advantages and defects of a private school.

There are certain advantages and certain defects in the constitution of a private school. On the one hand, a particular want in a particular locality can be immediately supplied. An able and intelligent master has a scope and freedom which no master of an endowed or proprietary school can enjoy. He has no committee whatever to consult for any change he may think requisite. He is a despot within his own limits. To an able man this is an advantage, and all our greatest schoolmasters have been those who have been least interfered with. On the other hand, the only security that the master is competent to teach lies in the appreciation of his system by the parents. But this does not always work rightly; there are many instances where they are wholly unqualified to judge of the character or the value of a good education, and where they are liable to be the victims of any plausible system. The art of teaching no more comes by instinct than the art of healing, and it is a grievous mistake for anyone to suppose because he himself has had a fair education, that therefore he is qualified to teach others. None feel this more than the better class of masters themselves; and I believe any plan by which some test of fitness could be required from everyone before he were permitted to teach would be generally acceptable.

Interference of parents troublesome.

In most private schools, unless the reputation of the master be such that he can afford to disregard them, a good deal of trouble is occasioned by the whims and requirements of parents. In the smaller schools especially, the masters are so entirely and immediately dependent on the parents that they cannot afford to disoblige them. One parent wishes this, another that thing to be omitted or taught—the wish being always in the direction of some special training for an occupation in after life. The more prosperous schools can afford to absolutely disregard these suggestions; but even of these I found some who deliberately put themselves under a certain system rather than be exposed to these perpetual annoyances. At some schools all boys who enter are warned that when of a certain standing they will be required to submit to an examination by the College of Preceptors, or at others to go into the university local examinations. This affords a complete answer to the parent who requires his son to be taught only particular subjects. But this system is not common, partly from the expense attending it, 7*s.* 6*d.* a head for the College of Preceptors, 20*s.* to 30*s.* for the university examinations, partly from the age and acquirements of boys who come to school rendering anything like such an examination quite out of the question.

The university local examinations an absolute good to the schools.

The university local examinations have done much, but not all they might, for private middle schools. They have brought into notice good schools, and few can now hold their own who do not send in candidates. The objection so frequently urged against them, namely, that a master will cram and devote himself to the little band who are going in, at the expense of the rest, I believe to have but little foundation. If a master is conscientious, the objection of course falls to the ground, but even if he is not, I believe more good results than harm. In the first place, he and his assistants are themselves stimulated, they are obliged to desert beaten tracks at which they have been long hammering and get up new subjects. A new set of books which have the imprimatur of the universities upon them are introduced for study. Particular weaknesses in their own teaching are brought home to the masters in the results of the examination. In the school itself a spirit of emulation is aroused. Competition against other schools is one of the strongest inducements which can stimulate a young mind. Nearly all who are conversant with the working of these examinations quite agree that they have quickened stagnant waters, that they represent an absolute plus sign to the school, that in no case has there been anything subtracted. Before they were instituted most middle-class private schools were left very much to themselves, and no public test of efficiency was applied to them.*

Inferiority of some schools.

As I have intimated, it is the schools in position just above the national and British schools which I think most need reform.

* I cannot forbear here recording the honourable fact, that during the first seven years after the institution of the university local examinations, Mr. James Templeton's middle-class school at Exeter passed a larger number of candidates than any other school in England.

They spring up thickly in towns where the small tradesman's pride requires him to send his son to a private school. I saw some, but not many; they were difficult of access, and would give no returns. As to some of them, *horresco referens.* They were often well attended; from 1*l.* a quarter paid in advance, to 6*d.* a week if writing were learned, or 4*d.* if only reading. In one case the master, who thought he had a mission for the work, kept also a shop in the town. He had 40 boys cooped up in a small upper room whom he was teaching. They were mostly intended for shop boys. Books were hardly used, and there were no examinations. In the same town I saw another private school where only 6*d.* a week was paid. The number was larger, the accommodation about the same; I was not allowed here to have more than a glance at them; they were engaged then in writing copies.

Surely this is not the sort of education our tradesmen or small farmers ought to receive. And although it is perfectly true that there is no more resemblance between a first-class private middle school and such as I have just mentioned, than there is between substance and shadow, yet that many such do exist is patent to all, and I know their existence to be deplored by many excellent masters as bringing discredit on the honourable body to which they belong.* In the towns the competition is so keen, and the great mass of parents so ignorant or apathetic, that the difference of a few shillings a quarter is often the only deciding cause as to which school they shall select. I have heard, too, that some masters of even comparatively well-known schools of the cheaper sort, during the vacation employ commission agents to recruit their numbers; nay, further, that the pupils themselves receive a bonus in money upon any new boy whom they can bring. As long as education is left entirely to regulate itself by the laws of supply and demand, as a mere commercial undertaking, I do not see how this can be otherwise.

We must not forget that the master of a private school has the strongest interest in discharging his duty. The school generally rises or falls according to his own reputation; he is wholly responsible. But the smallness of the sum paid effectually limits and detracts from the value of the teaching power, and the shortness of the time which is allowed for school is a fatal barrier to progress in the pupil. Such an omission on the part of the parent no effort in after years can entirely remedy; there is no money which returns a more grateful and abundant interest than that devoted to raising above the brute earth the spiritual part of our nature.

V. Girls' Schools.

I have reserved for a separate notice the results of my inquiry into the education in this district as afforded by schools to girls of the upper and middle classes. It is a subject which has of late excited great interest; but hitherto less has been done in the way

* At one school I visited the master taught geography by making his boys repeat the names of places strung together in the form of a rude sort of rhyming Saturnian verse, of his own composition. The boys had very little idea where the places were to be found on the map.

of improving female education, and public opinion is less matured on it, than even in the case of the education of boys. I am afraid my report on this branch of our inquiry will be very meagre and insufficient, as in many instances where the present system of girls' education was most honestly carried on, the advances of the Commission were received with unrelenting hostility.

Opposition to the Commission based chiefly on misconception.

It is not surprising that resistance should have been offered, but I was not prepared for its intensity. I believe the opposition was based chiefly upon a misconception of the objects which the Commission had in view, and exaggerated fears of the nature of the examination to which in all cases we were instructed to ask permission to subject the school. I am the more confident of this, as I found in several cases that a little personal explanation removed the principal objections, and sometimes where by letter my request had been formally refused, I was after all admitted into the school.

No doubt to an establishment which had existed for years, and had educated the mothers of its present pupils—and there are many such schools—which had lived from youth to age in the odour of respectability, the arrival of eight sheets of questions and forms to be filled up must have appeared, as a lady expressed it who was friendly to the inquiry, "formidably complete;" and when followed by a letter from a stranger requesting leave not only to visit but also to test the work of the school by examination, sufficiently startling to the traditional quiet of the domestic life which many of them profess to lead. I can conceive good reasons why mistresses might be reluctant to submit their girls' school work to an examination, but none why they should so determinedly refuse to furnish answers to the questions sent them.

The burden of the complaint was that "the questions were too "inquisitorial for any woman of spirit to answer." Enthusiasm led some ladies to invent questions which did not exist; one lady told me the circular required her to give the names of her girls' parents; another that she was asked "where her girls dined?" "as if," she added, "they dined in the kitchen!" In fact, as the intention of the questions was entirely misinterpreted, so were the questions themselves misread and misunderstood. One lady called them too gross to be noticed, another felt sure that they were the production of some young clerks in the office, who had concocted them as a joke, and when I read to her the names of the Commissioners, declined to believe that they had any cognizance of them.

At Clifton and Bath the opposition was most determined, boldness being inspired by numbers.* The ostensible cause for refusing admittance was generally that no one had any right to interfere between them and the parents of their pupils, who were, and ought to be, the sole judges of what was the proper course of

* I believe that this resistance was the result of some confederacy. The upper schools especially were leagued together. I called on many of them and always received courtesy and generally much useful information. But even the influence of the Dean of Bristol could not procure me admission into some strongholds.

education for their children. A lady, whose long-established school stands high in public estimation for the care and moral training bestowed upon her pupils, in declining to answer the questions expresses well the feeling of her class:—"We have "worked alone, independently of control from without, and lived "too much as in a home with our pupils, to like the idea of this "kind of public investigation. Our rules and plans are the result "of our experience—and the parents of our pupils are in general "kindly satisfied with them, but they may be far from being "as systematic as you would think desirable. We try to teach by "precept and example what is right. As for attempting the "severe regulations and complete system of study followed in "public schools and colleges for females, we are not sure that "we like the result on female character. We are averse to sub-"mitting our private plans to public scrutiny. I do not see the "agreeable result of modern training, or rather I see a lack of it, as "far as manners go, in the girls of the present day. We think that "the end of a girl's education should be more for home and less "for society than it is, and our efforts are directed far more to "moral than intellectual training. I am really sorry to decline "your request, which I do unless the law of the land obliges "me to accede to it—in this case I do not know whether I shall "not give up my profession. We have always been private in "our home, in fact, and desire so to remain, in spite of the march "of intellect in the 19th century." I have given these remarks at length, as I believe they substantially represent the feeling of many excellent ladies, who would make all schools places of moral rather than intellectual training. Undoubtedly the moral training is all-important, but surely at school, of all places, as distinguished from home, the intellectual should at least go hand in hand with it.*

Representative opinion of a mistress of a first-class school.

* The letters I received from some schoolmistresses were very amusing. I must give some extracts:—One lady wrote to know "whether she "should be fined if she did not answer the inquisitorial list of questions sent "her;" adding, "I am sincerely sorry to find that Ministers have nothing better "to do than to pry into the ménage of private families, as I consider my estab-"lishment, which has been in existence 30 years, and always held the highest "position." Another declines answering the questions, which she considers "An unwarrantable interference with a private school and the liberty of an "English subject." Others refuse to answer questions many of which "they "consider derogatory and offensive to their feelings as ladies. While wishing "to pay every respect to Her Majesty's Commission, they feel they cannot make "any return to the inquisitorial questions addressed to them without forfeiting "the private character of their establishment, and allowing an interference they "feel it a duty to themselves and to their pupils steadfastly to resist." Another writes "With all due respect to Her Majesty's Commissioners she cannot con-"sistently with her independence answer the questions forwarded." Another much more reasonably says, "The trust reposed in me by the parents of my "pupils is entirely of a private and confidential character, consequently the "confidence with which these have been entrusted to my care would, I should "feel, be outraged did I expose to the public, facts respecting their children's "abilities, payments, &c." I must add another incident. When I first com-menced my inquiry, I sent out the circulars myself, requesting them to be returned to my private address. Soon afterwards, by a new arrangement at our head-quarters in Victoria Street, all the answers were directed to be addressed to the Secretary of State, whereupon the tone of the letters immediately softened. The extracts I have given are from letters written *before* this alteration.

Friendly feeling shown in many places to the Commission.

Although I met with opposition at Clifton and Bath, there were even there some traitors in the camp, and my visit was not altogether fruitless. I can only say, that both at Clifton and at Torquay I saw, from actual examination, sufficient to show that excellence was not confined to schools of the other sex, and that the solid foundation of accurate knowledge was and could be laid in existing schools for girls. At Plymouth and Exeter, at Weston and Clevedon, a very friendly feeling was shown towards the Commission, and generally in the smaller towns the difficulties I experienced in making my inquiries were easily surmounted. I examined 22 girls' schools, and although in many of them a variety of causes prevented that examination being as searching and thorough as I could wish, yet I learned sufficient to justify me in expressing some opinion upon the instruction ordinarily afforded, both in the upper and middle schools.

No middle-class endowed schools for girls in district.

In my district I found no old endowed or proprietary schools of which the upper or middle classes could avail themselves, and although undoubtedly in some of the old foundations the word "children" is by itself ambiguous, yet the context and surrounding circumstances, and certainly an almost unbroken custom, have excluded girls from them. A faint trace of girls having been once taught at Langport within living memory was brought to my notice, but it has long been discontinued. Endowments are comparatively numerous for the poorer class of girls, and the Red Maids School at Bristol,* Lady Rogers' at Plymouth, and an endowed school at Barnstaple, seem all to be doing an useful work.

Difference in their constitution from those of boys.

The upper and middle schools for girls present several features which quite separate them in constitution from those of boys. In the latter the influence of the head master as *a teacher* is all important. In many of the schools for girls the mistress does little else than control the household and exercise general supervision over the studies, leaving all the actual teaching to subordinates, or in the more expensive schools to masters and resident governesses.

Terms at Clifton.

The highest terms were 100 guineas a year, including in that charge French and German, taught by resident foreigners, and the usual course of English and arithmetic. All else was extra, such as music, 10*s.* 6*d.* a lesson for the first and 12 guineas a year for the second master; drawing, 7*s.* and 4*s.* a lesson; singing, dancing, washing, &c., at varying charges; so that the average cost at a first-class school at Clifton or Bath would probably range from 120 to 150 guineas a year.

At Exeter and Plymouth.

These prices sensibly diminish in the schools west of Clifton. In the neighbourhoods of Exeter and Plymouth the average bills of the upper-class schools seldom exceed 80*l.* to 90*l.* a year, and the majority of them, especially at Plymouth, are considerably less. By upper schools I mean generally those schools where tradesmen's daughters are not admitted, for again and again I was

* The girls here must be the daughters of freemen. It would be a great advantage to widen the privilege and make it co-extensive with the qualification required for the boys at Queen Elizabeth's Hospital, viz., that they should be natives of the city.

told that it would be absolute annihilation to a school were it known that such rule had been infringed.

The course of instruction pursued at these schools is very varied, both in its quality and the methods of imparting it. They all labour under the disadvantage of having no great external authority, like the universities in the case of boys' schools, to suggest a given course or direct the aim of their studies. Each mistress has her own theories on the subject, and I fear that instruction rather than education is attempted. There is usually no standard to test the value of the kind of teaching or its amount, and I suppose there is nothing less inquired into by the parents than the progress made by their girls in solid learning, as distinct from accomplishments.

Course of instruction pursued.

The difference, therefore, between the intellectual attainments of different schools, taking the same class of girls, is enormous, according as a mistress insists upon and tests the work of her pupils. Some mistresses have strict half-yearly examinations, conducted, it is true, by themselves, but still showing a laudable desire to stimulate the attention and interest of their scholars. At one place there was a professional gentleman, who for 7*s.* an hour undertook to examine in the work of the half-year and report to the mistress. I need hardly say that under such circumstances the report was probably favourable. Many mistresses, as will be seen from their answers, which I append, were favourably disposed towards a system of examination by some independent authority, and several approved, with some reservations, of the Cambridge local examination for girls. Only 13 girls went in for this examination at Christmas, 1865, at the Bristol centre, of whom but a small proportion came from the schools in the city and Clifton. But I am confident the numbers will increase, and I was assured by ladies whose schools were at a distance, that but for the expense and difficulty of providing accommodation for the candidates in a strange place, the numbers on this last occasion would have been greater.

Many mistresses favourably disposed towards the university local examinations.

Some of the upper schools I had permission to examine. The work of some of them pleased me exceedingly, and bore the marks of conscientious and intelligent labour on the part of those that taught. Many of them were in the habit of attending lectures on natural science, physics, &c., and showed a knowledge of these subjects, and of the elements of astronomy, which I rarely found in boys' schools.

Work of some schools exceedingly good.

But the work of others was very weak indeed. In two subjects especially, arithmetic and French grammar, a great amount of ignorance was displayed. The ignorance of French grammar was quite as great where a French governess resided, and where the rule of the school required French to be the only spoken language within certain hours—a rule liable to be broken or evaded, and fostering a dangerous familiarity with deceit. But besides the moral effect of the rule, which I believe to be bad, this custom, unless under very strict supervision, seems to me very injurious to a correct knowledge of the

Ignorance of French Grammar.

French language. The memory alone is exercised; the pupil gains no idea of the structure of the language, and acquires a ready habit of talking mere jargon. In one of the upper schools which I examined, and where a resident French governess was kept, not one out of the first 15 girls could even approximately write into grammatical French the simplest sentence of a kind which they must have been in the daily habit of using.

Difficulty of procuring assistants.

Mistresses complained to me of the difficulty of getting efficient assistants. The French, or, rather, Swiss governesses, the French on account of their religion being practically excluded, have but little authority over the girls, are incompetent to teach their language scientifically, and most of them absolutely ignorant of the art of managing a school. English governesses are still more difficult to procure, and very commonly are taken from among the pupils themselves.

Parents most interested in the learning of accomplishments.

The parents as a rule are chiefly interested in the progress made by their daughters in the accomplishments. Music and singing are considered more important than a knowledge of arithmetic or history, or any general cultivation of the mind. Indeed the high terms of many of these schools give them all more or less the air of a finishing school; that is, the girls are supposed to have received all the necessary groundwork of education, either from a governess at home or from some other school, and are sent for a year or a year and a half to have the finishing stroke given by professional masters. This is quite as much the case with the middle schools. At one which I visited, in point of numbers one of the largest, where the yearly payment for boarders was from 50*l.* to 60*l.*, the average time for staying was only $1\frac{1}{2}$ year, and only one pupil out of the whole number had been there for three years. This school was very excellently and conscientiously conducted and showed a laudable earnestness to raise the tone of female education.

Time wasted on music.

It was very seldom that music was so scientifically taught as to form a real training to the mind, or have any real educational value. There was no time, I was told, to teach the theory of it, or a knowledge of thorough bass. The time wasted on this accomplishment is deplorable. I was assured by many mistresses that at least one quarter to one-third of those who devoted hours to its acquisition, when they left school never again opened a piano; and surely it would seem that when a girl showed a marked disinclination for it, some more profitable study might be substituted.

Drawing.

Drawing was not very largely cultivated, and when it was, rather took the showy than the more useful form. The same remarks I made in reference to the boys' schools on this subject apply also here.

Great ignorance shown by girls in many of the middle and lower schools.

Descending from the upper schools we come to the middle and lower. The instruction given in many of these, as measured by the knowledge shown by the girls, was merely nominal. They come, as I was assured and can quite believe, profoundly ignorant, and as they come so, too, I fear they often depart. This is no doubt partly owing to the want of teaching power in the mistress, but chiefly because the parents only care about their daughters

learning showy accomplishments;—a fashion more marked in the lower than the upper class of schools. I remember entering a country schoolroom ill ventilated, and redolent of hair-oil and apples, where great girls, farmers' daughters, who paid four to six guineas a year, were diligently learning the mysteries of "tatting," who had no idea of writing correctly a simple piece of English. I repeat, the ignorance in many of these lower and middle schools was most profound, and I cannot but remember that I probably only saw the better specimens.

Want of system in the schools.

In very few was there any approach to system, very rarely any rewards or punishments,* time tables did not exist or were not observed. Books of question and answer were the favourite medium of instruction, Magnall's Questions and versified histories of England were still held in honour. Pianos resounded all day long and in every room. The girls commenced practising at five o'clock in the morning at one school I visited. In very rare instances indeed was there any attempt to teach music grammatically, the desire principally being that the pupil should be able to play a few tunes; and many instances came to my knowledge where a girl wholly ignorant of her notes came for six months or a year to be "finished," and in that time had to be perfected in the mystery of "playing a tune." The uppermost idea in the minds of most parents of this class with regard to education is that it consists in learning such things as music and fancy needlework and a little French, without one single thought being bestowed on any more solid acquirement.

Indifference of parents to their daughters' progress.

At present the majority of parents are neither willing to afford the time nor the money necessary to give a real education to their daughters. They are not highly educated themselves, and thinking that marriage is the great market for which all women should prepare themselves, are indifferent to their intellectual progress. No doubt a greater demand for female employment of a more intellectual character would give a spur to the education of women in this class. Certainly the most lamentable sight I saw in the whole course of my inquiries was the ignorance, the listlessness, and apparently utter want of interest taken in their studies by girls in some of the lower and some of the middle schools. I examined one school of more than 40 girls the terms of which were about 40*l.* a year. The only point upon which the girls showed the least animation was in the dates of the kings of England. They could answer no questions in history; their knowledge of spelling and arithmetic† and English grammar was most elementary, and a very short time brought me to a complete standstill;

* Some childish punishments still existed, *e.g.* wearing a black ribbon round the neck, or having a card pinned to the dress. A lady told me when she was at school a scarlet tongue was suspended from the neck of any girl guilty of talking at prohibited hours. In some upper schools each girl had a book in which she was expected to mark herself according to her own estimate of her conduct and her work, prizes at the end of the half year depending thereon. I think this too severe a strain upon a young mind.

† A large number of them multiplied 26*l.* 2*s.* 2*d.* by 54 in this wise—first by 4 and then the product by 5.

a faint clapping of hands, irrepressible by ushers, followed my departure.

Want of books.

In all these schools, as in the lower boys' schools, the want of appreciation for their books was very noticeable. They were usually provided by the mistress at a certain payment for the use, and were a sad exhibition of dogseared, incomplete, and fragmentary literature.

Terms.

The cost of education at the middle schools differs very largely in the towns and the country. An average bill for a boarder, in the towns seldom exceeded 50*l.* in the schools for the upper tradesmen; in the country 35*l.* to 40*l.* for the same class. In the schools frequented by farmers' daughters and in thoroughly rural districts from 20 to 25 guineas is the charge for boarders, and 4 to 6 guineas for day pupils.

It was a common practice in the towns at many of the schools to allow girls living in the neighbourhood to attend particular classes at reduced payments, and indeed a great part of town education was carried on in this way at Bristol, Plymouth, and Exeter.

The scenes which I have mentioned as occurring at some of my examinations of the boys' schools, were intensified at the girls' schools.* In some of them there was no paper, in others no sufficient supply of ink for more than a section of them to write at once, and I regret to add that the system of copying from each other was too often unblushingly carried on. In one school of quite an upper class the mistress even philosophically assured me that I must "expect girls to copy." I could name several schools which were quite free from this grave delinquency, and these were schools which also were the most distinguished for the excellence of their work.

Accommodation.

The accommodation provided for the pupils in many cases is very incomplete. Scarcely any of either the upper or the lower schools are held in premises originally destined for the purpose. They are mere private houses. In the upper and more expensive schools, where the numbers are generally few, no complaint can be fairly made as to the ventilation and general convenience of the schoolrooms and bedrooms. But in the cheaper schools, both are often very indifferent, and I have been told by medical men well qualified to judge, that the ventilation of the bedrooms is as lamentably deficient as the arrangements for washing are incomplete. In the middle and lower, very few have separate beds. In the towns few even of the upper schools have a playground or garden, and a walk two and two round the square often constitutes the only exercise outside the house. In fact the existence of many of these schools, more especially the lower ones, is altogether an anomaly. The house is turned into a school, the proprietress into its mistress,

* In one large middle-class school which I went to examine I found the girls all packed closely together on benches, as in the pit of a theatre, thrones on a stage being erected for myself and the teachers—the mistress' notion of an examination being that I was to ask questions of the crowd below, and all who could, were to answer in chorus.

by the same disregard of adaptation of means to ends. It was a common saying at one town, that if a woman did not marry by a certain age, she immediately opened a school. It is certainly true that a very large number of those now engaged in educating girls have never had the slightest special training for it, and have adopted their profession solely because they have no other resource left open to them to obtain a livelihood. In the language of Mr. Bennett, "Many of them are deficient in mental power and discrimination "of character, most of them have mistaken their vocation, and "have become teachers when they ought to have been servants."

There are four schools which more or less partake of the nature of endowed schools which I must briefly notice, as they are severally attempts made by charitable promoters to assist the education of girls. These are the Chantry School near Frome, Miss Heathcote's school for training governesses at Bolham, Miss Neville's at Baltonsborough, and a middle-class school at the Franciscan Convent at Taunton.

Chantry School near Frome.

The Chantry School was built at the expense of Mr. Fussell and Mr. Allen, and is vested in the bishop of the diocese; it is about four miles from Frome, and is surrounded by its own grounds. Under the same roof, but kept quite distinct, are, first, the parochial school; secondly, what is called the industrial school; and, thirdly, an upper school, which aims to give a thorough and sensible education for an English lady. 30 guineas a year paid by each girl covers the expense of the upper school; but the daughters of the clergy in the diocese recommended by the bishop, are taken for 20. The industrial school consists of 12 girls who pay 10 or 12 guineas at first; they are taught in the parochial school, and are besides instructed in all household work and cooking, and do themselves the chief work of the establishment. The annual payment made by them diminishes as they advance in usefulness. This part of the institution is very successful, and the girls are in great demand as servants. Of the upper school I will only say this, the girls, of whom there were 26, seemed admirably cared for, there was every appliance for their health and comfort, their demeanour and manner were strikingly good, the arrangements of their schoolroom were on the most approved principle, and the method of teaching thorough and real.

Training school at Bolham.

The training school for governesses at Bolham is the private property of Miss Heathcote, and is intended exclusively for ladies whose families have been reduced from affluence, and who are desirous of becoming private governesses. The pupils come for two years, and pay 18*l.* a year, which includes everything. There is a school at Hackney which serves as a preparatory school to Bolham, where younger children go.

Forty ladies were being trained here for governesses at the time of my visit. The attempt to meet one of the greatest wants in girls' education, namely, a good supply of teachers, is here in full operation. At 18*l.* per head it is impossible the school can be self-supporting; neither the accommodation nor the instruction given could be supplied at that price. Two years is a very insufficient

time to fit a backward girl—as many of them who came used to be—for the duties of teaching. This evil has been partially met by Miss Porter, the mistress, requiring that all who apply for admission shall, by a preliminary examination, satisfy her as to their fitness to enter on the school course. One distinctive feature of the institution is that the mistress systematically gives a course of instruction upon the art of teaching. I cannot but attach much importance to this. The study of character, the necessity of promptitude of decision, the power of sympathy, the endeavour to make work interesting, are all of them points capable of expansion, and may be usefully dwelt on by a mistress in preparing those who themselves will have to teach others. From the number of applications for admission I must infer that this charitable work of Miss Heathcote is justly appreciated.

Baltonsborough school.

I was unavoidably prevented from visiting Baltonsborough, near Glastonbury, where the Misses Neville have established a middle school for the daughters of poor clergy, professional men, farmers, and tradesmen. It is of quite recent foundation, and is intended for both boarders and day scholars. The numbers at present are but small; the object of the institution deserves all praise.

Middle school at the Franciscan Convent at Taunton.

The Franciscan Convent at Taunton supports two schools—one an upper school in which the average yearly bill of a pupil is 78*l.*, and quite recently a middle school has been established, the charge for which is 16*l.* a year for each girl. I was not allowed to examine the pupils of either of these schools: indeed the latter had been too recently brought together for such a course to be desirable. But I received full information from the lady abbess, and was by her conducted over the whole establishment. The two schools never meet or see each other, even in Church. The middle school consisted of 11 girls, chiefly daughters of poorer tradesmen, builders, &c., who were thoroughly instructed in all household duties, plain needlework, music as far as reading their notes, and singing, and in the ordinary subjects a little above those of a good national school. The books used were those I commonly met with in other well-conducted schools. The airy and well-lighted and well-ventilated rooms, the excellence of the washing arrangements, and the general comfort of the whole establishment, very favourably impressed me. Accommodation in the middle school has been provided for 40 girls.

I have now come to the end of the remarks on the various subjects to which I have thought it necessary to advert. It may be convenient to express summarily some of the conclusions at which I have arrived:—

1. That the existing state of education in many of the upper and middle schools is fairly good, and the schools themselves are conscientiously carried on.
2. That the standard of attainment acquired by boys who leave school at 14 to 16 years of age is, however, not as high as it ought to be for boys who have then to begin the business of life.
3. In the lower schools the attainment of the boys is slight, and

decidedly below the average of what might be expected from boys of their age and position, especially when compared with that of the class who attend the national and British schools.

4. That this is owing to the smallness of the sum parents are willing to pay for education, and the short time they allow their children to remain at school, or the early age at which they remove them.
5. This action of parents chiefly arises from their want of appreciating the value or understanding the true meaning of education, as especially shown in the irregularity of their sons' attendance at school, and the importance they attach to the acquirement of secondary subjects, *e.g.*, the art of writing and doing money sums.
6. That 25*l.* a year is insufficient to provide a suitable education, either in regard to the accommodation or the instruction of boarders, in schools intended for the middle-class, *i.e.*, farmers and tradesmen.
7. The smallness of the payments injuriously affects the efficiency of schools, principally in the following points:—
    1. In the difficulty of procuring, for the salary offered, able assistant masters.
    2. In the common absence of prizes and other *stimuli* for the scholars.
    3. In the want of good books for the purposes of instruction.
8. What is called "finishing" extensively prevails, and is the bane of many well and honestly conducted schools, boys most imperfectly instructed being sent from inferior to the better schools for this purpose, whereby time which ought to be given up to higher has to be devoted by masters really to elementary teaching.
9. In regard to Endowed Grammar schools, although many of them are highly efficient, a larger number are in a state of depression.
10. That two causes press unfavourably on their efficiency—the present system of the admission of free boys, and, as far as they may be considered local schools, the course of instruction prescribed by the foundation or followed by custom.
11. In hardly any instance was merely gratuitous instruction actually working well, and the benefit from endowments was most marked where they assisted education without furnishing it gratuitously.
12. That the attempt to mix the upper and middle class of boys together in the same school is a failure, and presses hardly on the schools which are obliged to undertake it.
13. That in many cases the boards of trustees are imperfectly constituted, either for the selection of the master or the superintendence of the interests of the school, and that a merely local board is particularly undesirable.

14. That many of the school buildings and their sites are but indifferently suited to modern requirements, and contrast unfavourably with endowed schools for the class below, or even with the accommodation provided for the national and British schools.
15. That although sufficient time has not yet elapsed for us to pronounce positively on the success of Proprietary schools as permanent institutions, public opinion regards them with favour—1. from a belief that improved methods of education will be carried on there; 2. from the great facilities afforded by such associations to provide for the comfort and accommodation of the boys at a moderate cost.
16. As to Girls' schools, that they are not, with some exceptions, sufficiently places of intellectual training; and in nearly all of them undue prominence is given to what are called accomplishments.
17. That their method of teaching is apt to be desultory and old-fashioned, and they suffer from the want of some guiding principle, which the boys' schools find in the public schools and universities, to give a direction and aim to their studies.
18. That they suffer more than the boys' schools from the "finishing" system.
19. That there is a great want of mistresses and governesses who have been carefully trained for the purposes of tuition.
20. That the school buildings and premises, especially in towns, are often imperfectly adapted either for purposes of teaching or for the requirements of the health and recreation of the pupils.

It remains for me now only to subjoin some answers with which persons interested in this inquiry have favoured me. The questions which I sent are those used by Mr. Fearon and Mr. Giffard, of which they have been kind enough to allow me to avail myself.

I have the honour to be,
My Lords and Gentlemen,
Your obedient servant,
CHARLES HOLBROW STANTON.

APPENDIX I.—Answers to General Questions. A.

Questions.

1. Are the endowed schools with which you are acquainted efficient? If not, to what causes do you attribute their inefficiency?
2. Can you mention any instances of the frustration of the founder's intentions, *e.g.*:
   (*a*) where the endowment was designed for the education of boys and girls, but is now used exclusively for boys.
   (*b*) where a liberal education was designed but an elementary education only is now given, or the reverse.
   (*c*) Any other case of a modification of the founder's intentions, whether, in your opinion, judicious or not.
3. Would an attempt to abolish local restrictions in endowed schools meet with much opposition?
4. What is your own experience of the practical working of the following classes of charities?
   (*a*) Doles of money.
   (*b*) Doles in kind (*e.g.* of bread or clothing).
   (*c*) Almshouses.
   (*d*) Charity, or hospital, schools, where boys are fed and clothed as well as taught.
   (*e*) Money expended in putting boys out as apprentices.
5. Can you mention any charitable endowments, of these or other kinds, which might with advantage be converted to educational purposes?
6. What is the most useful form that an educational endowment for the middle classes can take?
7. What are the relative effects on mind and character of a day school and a boarding school?
   e.g. Supposing home influence in a given family to be good, will it be best for boys, and girls, of that family to go to a day school or a boarding school?
8. What advantages, if any, do schools managed by trustees, or by a proprietary body, possess over private schools?
9. Would you anticipate good results from a regular system of inspection?—If so, should it be—
   (*a*) Compulsory on all schools?
   (*b*) Compulsory for endowed schools, optional for all others?
   (*c*) Optional for all schools?
10. Supposing a central board of examiners to be desirable, how should it be constituted, and by whom appointed?
11. How far is it difficult or undesirable to bring together in the same schools boys or girls of a different social grade?
12. Is there any other fact, or any view of your own, which will be useful for the purposes of this inquiry?

Answers.

Rev. E. P. Vaughan.

4. We have about 60*l.* a year to give away in money, bread, and clothes. I think the money is completely wasted. I would not take it from any of the present recipients, but I should like it hereafter to be applied to the education of the poor. We have spent some of our money in apprenticeships, seeing the evil done by the gift in money; but these did not turn out well. At present some of our charitable endowments in the parish do more harm than good.

6. I should say scholarships or exhibitions for competition at public examinations, of such value as would pay for a child's education; I would allow the child to hold them at any school certified by a government inspector to be good.

7. I should say a boarding school without any mixture of day boys is the best to form a child's character. The return home unsettles a child every day; he lives in two worlds—school and home; he does not throw himself into his school life as he ought. The disadvantages of a day school are very great when the parents are uneducated and the whole tone of home intellectually below the school.

9. I think an optional inspection for schools of the middle class very desirable. I would induce all to seek it by allowing government schools alone to take government scholars, as proposed above.

11. I think it very undesirable to mix children of different social grades; the lower are apt to become dissatisfied with their position, and the higher to sink down to the level of the lower or get foolishly puffed up.

Rev. W. J. Bennett, Frome.

4. Doles of money, &c.:

(*a*) very fair; (*b*) very fair; (*c*) very bad indeed; (*e*) party spirit largely prevails.

6. In my opinion the educational system at present in favour tending towards *knowledge* is superficial and dangerous. One which tended rather to form moral habits and good subjects would be better.

8. This depends on the character of the trustees; but, generally speaking, trustees and proprietors end in party.

9. Yes, compulsory on all schools; but the inspection must be *honest*.

10. I think tutors from Oxford and Cambridge armed with authority.

11. Most undesirable because of jealousy and class feeling.

12. Greater attention to the individual, moral, and religious character, less value on mere intellectual excellence. I should also add that corporal punishment should, in my opinion, except in grave cases of actual crime, be abolished.

Wm. Tothill, Esq., Bristol, Charity Trustee.

Doles of money:

4. In individual cases they have been beneficial; but they foster habits of indolence, mendicity, mendacity, and fraud, and these influences extend to a much wider circle than that of the actual recipients. They are also liable to be perverted by personal, sectarian, and political preferences.

Charity schools where boys are fed and clothed:

Very beneficial in many cases; but they relieve parents from care for, and maintenance of, their children, and if the funds could be applied to the purpose of education only, a much larger number would reap the benefit.

Apprentice fees:

Generally injurious. An apprentice is compelled to work for low wages during that period of his life in which habits of industry and self-controul ought to be promoted by the certainty of prompt reward; and it cannot be for the interest of the master that a dissatisfied workman should be fixed on him for seven years. In the present state of the labour market apprentice fees are needless, and therefore a mere waste of money.

5. There are many "gifts" distributed by charity trustees, varying from 10*s.* to 6*l.* 6*s.* each, which would be better applied to educational purposes; but such diversion would be very unpopular and meet strenuous opposition.

6. The establishment of public day schools for the education of children of all classes. The very rich and very poor would not resort to these; but if well conducted they would gradually attract a wide range of conditions, and thereby tend to break down the lines of demarcation which at present so injuriously affect English society.

7. The day school has the inestimable advantage of preserving the domestic affections unbroken, especially of affording boys the daily opportunity of intercourse with their mothers and sisters.

9. The immediate effect of inspection can hardly fail to be beneficial. I would have it compulsory for endowed schools, optional for others, which probably would be obliged to adopt it ultimately.

10. By whomsoever appointed, I think it should be of examiners whose intimate knowledge of the systems of education pursued in Europe would make them impartial judges.

T. T. Taylor, Esq., Bristol, Charity Trustee.

4. I think money doles are to a great extent productive of evil. I would change one half into some better form of charity. I do not think doles in kind so objectionable. I highly approve of hospital schools. They implant habits of discipline and obedience which could never be learnt at a day school. I think a charity for apprentice fees is much valued in a large city.

5. There are some money charities in Bristol which might be with advantage converted to educational purposes.

9. I would make inspection compulsory on all schools.

GEORGE THOMAS, Esq., Bristol, Chairman of Charity Trustees.

4. Doles in money and kind are mischievous and only tend to create pauperism. It is very questionable whether apprenticeship is advantageous to boys.

5. Money gifts might to a considerable extent be usefully applied to educational purposes or almshouse cases.

8. I do not think they possess any. The natural tendency of trustees is for them to get lax in their duties. I would have inspection compulsory on all endowed schools. Great benefit has resulted both to endowed and unendowed schools from the Oxford and Cambridge local examinations.

ALFRED MILLER, Esq., Bristol, Secretary to Charity Trustees.

3. I think not in Bristol, for if the abolition was clearly beneficial men of weight would favour it and thus lead opinion. It would somewhat depend, however, upon what the "restrictions" were.

4. Small doles are very good *for the public-house keepers,* as a rule; but I approve of carefully bestowed annuities of 10*l.* to old people who have seen better days. I certainly think the money expended in apprentice fees might be better applied, *e.g.*, in the establishment of a trade or mechanical department in the school, where boys may be taught branches of the shoemaker's, carpenter's, and such like trades, and so in great part be prepared for work at once, and avoid the *asserted* necessity of apprenticeships. Seven years' bond is certainly too long. If a boy will ever be master of his trade he will learn it long before his seventh year. The arrangement is better for the master than the apprentice.

5. Four charities, whose income amounts to 668*l.* a year, I think might with advantage be converted to educational purposes, viz.:—

Peloquin's Kitchin's Harrington's Jackson's	Charity to freemen.

4. Where children are boarded they are subject to a discipline and uninterrupted course of study hardly possible in a day school. The street influence is avoided. They are turned out much more highly trained and educated than if they were not constantly under authority and supervision.

Rev. GEO. MADAN, Rector of Dursley, late Vicar of St. Mary Redcliffe.

4. If fairly distributed they afford an amount of relief very acceptable, but in many cases they are much abused and bad in their practical effect. I have always considered those charities best by far which help those who help themselves, *i.e.*, which encourage the poor to lay by a weekly sum in clothing clubs, penny banks, &c., by adding a sum to what they put in.

7. I think a boarding school, provided the master or mistress is really efficient and conducts a school in really Christian spirit, is generally much to be preferred. A school is a little world in which little, narrow, selfish, and proud feelings and tempers are more easily subdued than at home.

9. Inspection as at present practised with regard to schools aided by Government I believe is very beneficial, and would be so in all schools, but much would depend on the judgment of the inspector. I should incline to make it compulsory on all endowed schools, and optional for all others.

11. I think it undesirable if the difference in social grade is much.

Archdeacon DENISON.

3. It *ought* to meet with much opposition.

4. My own experience of the practical working of charities, consisting in doles of money and doles in kind, is that they are as bad as may be.

5. I consider any such conversion unjustifiable.

6. Building schoolroom and schoolmaster's residence, so that it may be rented very low.

7. I think a day school is best.

8. None. I think of all management that by trustees or proprietors is the worst.

11. It is not at all desirable.

Rev. Geo. Blisset, Wells.

4. (*a*) These congregate beggars in Tucker Street and generally lead to improvidence and drink; there are of course exceptions.
(*b*) Church bread leads to hypocrisy; clothing goes as a matter of right, without much gratitude.
(*c*) Here they fight like dragons, nevertheless they are useful.
(*e*) Apprentice fees answer well, and many doles might be better spent this way.

6. I think scholarships might act usefully to enable rising boys to complete their education.

7. There are cases here of delicate boys with good homes, to whom the middle school has been an advantage; but it must be a very good home indeed that will go against the advantages of launching a boy into the school world altogether for his school work; and, as a general rule, I think the latter far preferable.

8. Autocracy, as regards actual management, seems almost inevitable. A committee legislating while the executive is paralysed from doing what ought immediately to be done, has a very bad effect on boys; it is like trying to command a man-of-war by a committee.

9. Inspection is most desirable.

11. I fear in the middle schools the better class would be deteriorated by the lower, though I have found the reverse in my national schools. The way to remedy this is to get hold of the boys when quite young, so as to civilize them before they are allowed to grow up into the rough bearish condition in which many of our farmers' sons now are at 13 or 14, when they come to us to be "polished off."

Gabriel Poole, Esq., Bridgewater.

4. The charities here are fairly distributed and do good.

7. My opinion is, that if home influence is good and the parents have time and the will to see that work is done at home, day scholars have an advantage over boarders.

9. Inspection is an advantage, and I don't see any objection to its being compulsory, at least in endowed schools, except that the committee of council on education, from whom it would probably come, are supposed to be hostile to church schools and to prefer latitudinarian schools, and therefore would not have the confidence of the trustees of church schools.

10. I am not prepared to say. The jealousy of Government interference, in consequence of their avowed preference for schools with no specific religious teaching, is great.

11. It is a difficulty which is becoming greater every day in the national and other more or less charitable schools, and cannot be ignored. I don't think it possible to mix the grades of society much, and have used my influence to raise the terms of Morgan's school and the national school above that of the ragged school, in order in some way to meet the difficulty.

12. My opinion of middle-class education is this (by middle class I mean the tradesmen of towns and yeomanry):

1. That they are willing and able to pay a moderate and sufficient sum for the education of their children without eleemosynary assistance.
2. That schools for the middle classes could be founded in every county easily, if Government assistance by *loan* were provided to start them, and if the Government would take the first risk of success or failure.
3. Such loans should only be made to provide sites for schools and playgrounds and to erect buildings.
4. Every father sending a boy or girl to the school should be required to take a share, say of 20*l*., until all the shares are taken, and every boy in the school should pay, in addition to the school charge, 1*l*. per annum to the interest fund for the shareholders. Each share taken would provide 20*l*. towards paying off part of the Government loan. Any sum beyond five per cent. on the shares should go to redeem the capital of the debt.
5. Every school of this description should be of some definite religious denomination, or it would fail. The dissenters in this county have provided such schools already for themselves, but the Church in this county has at present no school of this description except private schools.

The Right Honorable Sir John Coleridge.

3. If the advantages to which local restrictions apply are those of gratuitous education, absolutely or comparatively, or to the succession to or competition for university exhibitions, I think the attempt would meet with much opposition in the first instance, but it might generally be overcome; *e.g.*, in even a large town the existence of a large school is considered a benefit to the trade of it. If the measure were likely to much increase the numbers of scholars, and the sum to be paid by the townspeople for the education of their own children moderate, I think the opposition would cease.

4. So far as I have seen, the effect of all these things depends on their proportion in quantity and value to the classes who receive them, and on their management. They are not in themselves good or bad. It is something to have a fund which may meet the case of temporary difficulties and keep a man off the poors-rate who has never been on it, and prevent the loss of his little property and his feeling of independence. It is something to be able to place a worn-out man or woman in a clean dry room or two rent free; it is something to assist a poor, intelligent boy or girl into a trade by apprenticeship, the premium for which it is out of the question for his parents to pay. Many of the purposes specified in the question will be accomplishedby individual charity if these funds do not subsist, and I think it would be admitted beneficially; *e.g.*, by the penny clubs so common for clothing, schooling, &c. The mischief therefore is not so much that the help is given as in the manner of giving it, and rather in abuses by, or suffered by the trustees. According to my experience, not a large one, (and I am not a trustee for any one of the above purposes) the abuses are not necessary or common, but that I would rather see these trusts reformed than destroyed.

5. Does the question apply to classes or individual cases—if the latter I *know* of none. If the former I must in substance make the same answer. But I would add that if the present purpose be lawful and innocent in itself, it ought to require a strong case of comparative advantage to justify the diversion. There are, I doubt not, such cases. Dining in a city hall one day, a member of the court told me that not long since a broker had left them 20,000*l.* expressly to make themselves more comfortable at their court dinners. I should be glad to put this into Mr. Rogers' fund.

6. In my opinion the providing help to the parents in the way of annual money payments or otherwise, to be given to deserving children. This presumes the school to be for the middle classes, meaning thereby to include professional men, retail tradesmen and farmers renting land.

7. Under whatever circumstances of home advantages except such as are in degree so rare that they form no exception, I think the boarding school assumed to be a good one better than the day-school. With no *material* sacrifice of home influences it greatly increases the effect of mutual self teaching, and the training of a vigorous, self-relying character. I say it does not impair home influences; the boarder loves his home and its inmates more tenderly, I think, than the day-boy; and the day-boy is under disadvantages as compared with the boarders, where the school contains both classes.

8. I much doubt whether any.

9. I do, and I should prefer to make it optional for all schools.

10. This must of course, in some measure, depend upon what is done with the reports, and who bears the expense. The choice, however, would seem to lie between the Government and the universities; I much incline to the latter, with the stipulation only that half the number should be laymen.

11. Difficult certainly, but desirable as to boys; I should think undesirable as to girls. The possible evil as to boys of the higher grade melts away in the remaining parts of their education, (for I assume the question applies only to primary, or preparatory schools) but girls should, I think, if possible, never know coarseness in their companions. I do not think it desirable for boys to form *the friendships of their lives* among persons permanently below their own grade.

APPENDIX II.

Boys' Schools.—Answers to Questions. B.

Questions.

1. Is it possible to give, in a middle-class school, definite religious instruction which shall be acceptable to all recognized denominations of Chrisitans, and yet retain a genuine educational value?
2. In the case of boys whose education is to terminate at the age of 15 or 16 is it best to begin their instruction in language with English, French, or Latin grammar? and for what reasons?
3. Is it essential to good mathematical (and arithmetical) instruction that it should be individual? or can you employ class teaching with as much success in this subject as in language?
4. How far ought a boy to be advanced in language, mathematics, and physical science—
   (*a*) who leaves school for business at the age of 15?
   (*b*) who leaves school for a profession at the age of 18?
5. Is book-keeping a valuable educational instrument? Would you teach it to all boys?
6. Ought music, theory and practice, vocal and instrumental, to be taught to all boys? If so, up to what age.
7. Why is drawing generally so imperfectly taught in boys' schools? Do you approve of the Government (South Kensington) system of teaching drawing? And ought this subject to be taught to all boys?
8. Do you think that, in instructing children, teachers at present rely too much on the effects of teaching? or, on the other hand, that they give too much task-work? Are children allowed to work for themselves too little or too much?
9. What value do you attach to chemistry as an educational instrument? Is it true that chemistry can never be carried to such a point with boys as to make the study of it a real educational force?
10. Is there any other view of your own in reference to the instruction of boys up to the age of 18 years which will be useful for the purposes of this inquiry?

Answers.

Rev. George Madan, late Vicar of St. Mary Redcliffe.

1. I am most strongly convinced it is not. In religious teaching *suppressio veri* is tantamount to *affirmatio falsi*, and every distinctive doctrine left out to please one sect offends another; added to which the teaching revealed truth as a thing to be taught more or less according to convenience leads to a contempt of all truth.

6. Unless there is some natural ear for music the attempt to teach it is very wearisome and useless to the scholar.

George Thomas, Esq., Chairman of Bristol Charity Trustees.

1. I should think it possible to give an unsectarian knowledge of the Scriptures, but difficult to carry out generally.

5. Book-keeping is better taught in an accountant's office.

Alfred Miller, Esq., Clerk to the Charity Trustees, Bristol.

6. Music ought certainly to be taught to all boys. It has a softening tendency. Its cultivation and practice in after life preserves from more objectionable occupations. Drawing ought also to be universally taught. Speaking by the pencil is useful in every grade of life.

Gabriel Poole, Esq., Bridgewater.

1. It is not; but dissenters are less jealous of the religious instruction in a Church of England school, than both Churchmen and dissenters are of a system of education where there is no definite religious teaching.

2. I do not think it necessary to teach boys of the middle class Latin or French; but if it can be done, and the boys stay long enough, I should begin with Latin and then build up French and English upon it; but I doubt whether the boys will stay long enough, and therefore a good English education should in my opinion be the main thing given.

5. Certainly.

6. It is useless to teach music to those who have no taste for it. The same remark applies to drawing, but instruction should be offered, as it is very useful to many in after life.

9. None.

Archdeacon DENISON.

1. Impossible, and very mischievous in the attempt.

3. Yes.

6. I think so.

T. T. TAYLOR, Esq., Bristol.

1. I think it impossible.

5. It is very valuable and should be taught all boys.

7. I think the Government system by far the best and should be taught all boys.

Sir JOHN BOWRING.

As far as religion is made a question of creeds and formularies and observances—if sectarianism in any shape—by whatever name it is called, it ought to form no part of national education. In the best continental schools with which I am acquainted I believe the religious opinions of parents or children are not inquired into. The State has no right whatever, on so-called religious grounds, to institute preferences, or exclusions, or disabilities. If by religion is meant religious practice, purity of life, prudence, and benevolence, abstinence from the vices which stain society and cultivation of the virtues that redeem it, all this is well for the instructors and instructed. But if a school is to be made a battle-field between orthodoxy and heterodoxy, and at the school portal is an inquisitor to ask, "Does your father believe this or that?" and if admission or exclusion is to depend upon the answer, it is idle to talk of general rights or general education, while you sanction multitudinous wrongs and make education itself partial and intolerant.

Rev. GEORGE BLISSET, Principal of Middle School, Wells.

1. We have hitherto found it quite possible. To parents I say honestly, "This is a Church of England school, but I love all who love the Lord Jesus in "sincerity, and I seek to convert their souls to God and not to my own par-"ticular branch of the Church Universal." I teach, therefore, the doctrine of the 39 articles; I expect all to learn as much of the catechism as is contained in the creed, the Lord's prayer, and the ten commandments. Few parents object to this. I have at present the sons of a Baptist and Wesleyan among my best boys.

2. I think all of this class would find some knowledge of English, French, and Latin grammar almost essential to correct spelling in after life; and if you allow parents to choose what each shall learn, it ends in their learning nothing well.

5. Book-keeping should be within the reach of all boys, but not enforced.

6. All should certainly learn the theory and practice of vocal music.

7. Drawing is of *first-rate importance* to this class. All boys should learn it. I am teaching it in my national school, with a view to the South Kensington plan, which is excellent.

Rev. W. J. BENNETT, Frome.

1. Impossible to give definite religious teaching. Dogmatic teaching must involve in such a school dissension and misery.

2. I think they had better be kept to their mother tongue, as a general rule, leaving individual ability to be helped according to the discretion of the master.

5. No. Only to those who follow commercial pursuits.

6. I think very good for them, unless where they have a personal dislike for it.

7. The Schools of Art are very good, but it should not be compulsory.

8. Teachers look too much to display and effect. They do not individualize the children, but rather look on them as machines. They are not allowed to pursue the natural bent of their character.

9. All should learn the chemistry of common things. A school whose funds admitted of constant illustration by practical experiment would have a very desirable attraction for boys.

10. Every school should have its gymnasium and full allowance of oxygen, often unduly abridged by keeping in after hours.

Rev. E. P. Vaughan, Wraxall.

1. I think very few would object to definite religious instruction, which took the Scripture and the 39 articles. But I should prefer separate schools for all who objected to such definite teaching. We have had 500 or 600 boys at Failand Lodge, many of them sons of dissenters, but none of the parents have ever objected to the religious instruction there given. All learn the 39 articles.

2. I think all boys of the middle class should learn the Latin or German grammar, and their English grammar in connexion with it.

4. (*a*) He should know his grammar, English and Latin, be able to construe Cæsar and Virgil with a dictionary, and work any common sum in decimals, proportion, and practice.

(*b*) He should be able to read Cæsar and Virgil easily, translate English into Latin fairly, and know three or four books of Euclid, and algebra to quadratics.

6. I should wish music, both the theory and practice, to be taught all boys up to 14.

7. I should wish drawing to be taught all boys up to a certain age, and continued later where any taste is shown for it. The teachers generally are not good, and it is charged as an extra and taught in play hours.

9. I do not think chemistry is a good educational instrument, though a most valuable instrument in after life.

W. Tothill, Esq., Bristol.

1. Wherever sectarian zeal exists, the introduction of religious teaching will be not to send peace but a sword.

2. A boy may be taught with moderate application and without difficulty to read easy books in, *e.g.*, French and German before he knows the use of a grammar. He then enters on the grammar of those languages with almost the same advantages as on that of English.

5. Besides its technical use, the principles of book-keeping and its methods afford a valuable mental exercise.

6. Singing at least, I think.

9. In the Bristol City School chemistry is taught to boys of 14 to a very valuable extent. Even the accurate comprehension of the idea of chemical combination is valuable. It is almost a new sense.

Boys' Schools.

Questions in the Official Circulars.

76. What subjects of instruction do you believe to best fitted for the education of the majority of your scholars?

77. What subjects of instruction do you believe to be preferred by the parents?

78. What difficulties, if any, do you find in the discharge of your duty?

79. Would it, in your opinion, be an advantage or otherwise if your School were examined annually and publicly reported on by independent examiners?

80. If such examiners are desirable, how should they be appointed?

81. Is it, in your judgment, possible or expedient to give boys at school a direct preparation for the particular occupations for which they may be intended by their parents?

Answers from Masters of Private Schools to the General Questions in the Official Circular, Nos. 76—81.

To Question 78.

Nine Masters.

Interference or inconsiderate conduct of parents.

Three Masters.

Staying so short a time at school.

To Question 79.

"No advantage whatever. I do not believe any conceivable examination or inspection can test the excellencies or deficiencies of a school, except most superficially."

"Rather a disadvantage."

"No. I cannot see how boys coming so late in life and for so short a period as many of mine do could be offered for inspection. The universities, through their local examinations, are doing their work most effectually, and show the public what schools are honestly doing and what they are worth."

"Do you mean advantage intellectually, morally, or pecuniarily? I should like my school examined privately for my own benefit, but the public have nothing to do with it; and it is altogether beyond the province of Government to interfere at all with education."

Seven masters answer in the negative and 17 in the affirmative (including three answers received from proprietary schools).

Average length of time at which the schools are at work in the year—41 weeks. The highest 44; the lowest 38.

Ditto (in 22 schools) in the week, 34 hours.

Ditto (in 20 schools) given to play, 31 hours.

EXAMINATION OF THE SCHOOL.

Out of 22 private schools are examined—

1. By examiners *ab extra*—8 schools.
2. By the master only—14 schools.

SUM OF THE NUMBERS AND AGES OF SCHOLARS IN 15 PRIVATE SCHOOLS:

Under 10 years of age - - -	79 boys.
Above 10 under 14 years of age	- 317 „
„ 14 „ 16 „ -	- 106 „
„ 16 „ -	- 65 „

Of those above 14, 119 are at what I have called the "upper" schools.

Salaries to assistant masters in the middle and lower schools average—senior 40*l.*, junior 25*l.*, both with board and lodging. In the upper schools rom 200*l.* downwards.

APPENDIX III.

GIRLS' SCHOOLS.

1. ANSWERS TO QUESTIONS. C.

Questions.

1. Given the best education for boys; will that necessarily be the best for girls also, except in respect of needlework? If not, why not?
2. Is there an adequate supply of the proper means of female education within your reach? If not, what are the chief defects?
3. Is the public so apathetic, or perverse in its views of female education, as to render it necessary to create endowed girls' schools for the upholding of a better standard? *e.g.*, to what department of a girl's education do parents generally attach most importance?
4. In what respect are female teachers most deficient? What do you think would be the best means of improving them?
5. What is your opinion of the existing state of girls' education, and on what data is this opinion based?
6. Can you give any other facts, or views of your own, in reference to the education of girls, which may be useful for the purpose of this inquiry?

Answers.

Mrs. E. WAIT, Clifton, Secretary to the Cambridge Local Examination.

1. Up to a certain point, yes. But the earlier age at which girls leave school makes it undesirable that they should engage in studies which can never be brought to any perfection.
2. For the upper and upper middle classes, yes. For the lower middle, no. The education which they can afford to get is such as if offered by people whose chief claim is that they have failed in every other career, or that they have seen better days.

3. Yes, decidedly. Parents are seldom themselves capable of distinguishing, but if something *first-rate* in the way of education was placed before them, they would cease to be satisfied with a scramble on the pianoforte and a drawing out of perspective as the aim and end of their daughters' education.
4. Thoroughness and accuracy—I mean accuracy of thought. Having to teach *one* thing well instead of attempting to teach a hundred things.
5. That compared with the money spent the "results" are most unsatisfactory. That girls are deplorably ignorant, but that, being for the most part clever, this is not much observed. My opinion is formed from reading, inquiry, and observation.
6. The physical education of girls is utterly neglected at present.

Rev. E. P. Vaughan, Wraxall.

1. A girl's character ought to be different from a boy's. The education which is well calculated to form the character of the one may actually injure the character of the other.

2. There are no good schools for the middle classes.

3. The middle classes think more of poor embroidery, wretched French, and bad music, with a little dancing, than of anything else, but I doubt any endowment altering their tastes.

4. In want of thoroughness, and not seeing the end of education is the formation of the useful character in life.

5. Very low. I ground my opinion on my knowledge of the farmers families' in the district.

Rev. G. Blisset.

2. The female education of the middle classes is deplorable. The other day a very respectable person died, leaving two very respectable but very helpless daughters. We took the best of them to train in our national schools, preparatory to going to the Cheltenham training college, as she thought "she had a "turn for teaching." She was, however, surprised at the idea of having anything first to learn herself! "I thought," she said, "I should have nothing "to do but to take the book in my hand and hear them out of the book," *ab hâc unâ disce omnes*. It is just like the *old* national school state of things. Anyone who starts a school for the lower middle class will get scholars enough to make it pay to a certain extent, and some do not even "hold the book," but will mend their stockings while the poor children say their lessons.

3. Parents seem utterly unconscious of any defect in this mode of teaching their children, and being ignorant themselves attach the most importance to the most useless things.

4. Regular training like that which has been secured for national schools.

Rev. W. J. Bennett.

1. Certainly not, because the individual as well as the sexual character is different, and also because the end of education is different; boys who may be tailors might learn needlework, girls who might be artists might dispense with it.

2. For the poor and middle classes there is no supply of *domestic* learning, cookery, household work, the duty of a good wife and mother.

3. Parents generally look for showy accomplishments. The parents are the greatest hindrances to the education of their children, because they have not been educated themselves.

4. Deficient in mental power and discrimination of character. Most of them have mistaken their vocation and become teachers when they ought to have been servants.

6. The education of girls is most important, as it ultimately affects that of boys, and so of all. The good mother makes the good child, therefore the education of girls should be fitted for the class of life they are likely to occupy after marriage, and so to form the well being of their households. Much of the misery of all classes and of the poverty of the poor depends on want of knowledge of, and power to fulfil, the ordinary domestic duties of life. Few

women of the present day have any knowledge of the common things which tend to health or to happiness, much less of those which tend to the welfare of their souls.

Miss KYBERD, Mistress of the Chantry School near Frome.

1. Yes, if instrumental music be added.

3. I have always found parents willing to second me in my views of female education, though their inclination is towards music, French, and drawing.

4. A regular training school for governesses would be a great boon to schools.

5. I think the present state of girls' education most unsatisfactory. I seldom receive a pupil of 15 who knows as much of elementary subjects as a girl of 14 in a good national school would know. I fancy this arises in a great measure from want of knowledge and absence of training on the part of the teacher. I believe there are few mistresses of private schools who are sufficiently independent of their subordinates to make a vacancy among the latter a matter of little consequence. In regard to boarders—I always found, as far as intellectual training is concerned, they leave the day scholars far behind.

THE WIFE OF A CLERGYMAN.

1. I do not think it would necessarily be so for farmers' girls: because they ought to learn something of domestic management—the best way of cooking, washing, nursing; they leave school too early to take in thoroughly many subjects.

3. Farmers and their wives in our village valued the more ornamental part of education, such as fancy work, music, more highly than it deserved; but the fact is these are what they think ladylike accomplishments, and as most of the middle-class schools teach nothing very solid, they do not learn to value solids. School teachers are not well educated enough to teach better, and if they were, they must teach what makes most show to please the parents.

W. TOTHILL, Esq., Bristol.

1. I believe the education of the two sexes ought to be much more nearly alike than it usually is, nothing in my own experience leads me to a contrary conclusion. As families usually consist of boys and girls, I accept that fact as affording a presumption that they ought to be brought up together.

Sir JOHN BOWRING.

Under proper training women might be taught to exercise many of the professions now monopolized by men. For one woman to whom the keeping of accounts is entrusted in England ten are employed in France. In Switzerland females earn large wages in the exercise of trades from which they are excluded in this country. For wood engraving, decorative art, printing, manuscript copying, translations, and many other employments, foundations might be laid in female schools—to all should be given the instructions most needed for the daily demands of life . . . Amongst the daughters of tradesmen and professional men I should expect to find excellent and as yet undevoloped materials for teachers in schools and governesses in families. Girls acquire modern languages more easily and rapidly than boys. . . The general standard of female education can hardly be raised up except by the establishment of public schools, but for their success a supply of well-prepared female teachers is absolutely necessary . . . The showy decorative portions of instruction, known under the name of accomplishments, are unfortunately, especially among the more opulent classes, made the grand aim and object, as being the most attractive in the world's opinion, as of course they are more ostentatious—and the example of the privileged few naturally influences the dependent many.

ANSWERS FROM PRIVATE SCHOOLMISTRESSES TO GENERAL QUESTIONS IN THE OFFICIAL CIRCULARS, 74–78.

75. What subjects of instruction do you believe to be preferred by parents?

"Parents generally seem particularly anxious for accomplishments. I endeavour to inculcate more solid instruction."

"The pianoforte. The parents being so ill-educated themselves do not enter into much besides."

"No choice is allowed, except that girls who have no talent for music or drawing are not allowed to learn either."

"Music is generally insisted on, whether the children have a taste for it or not. Parents are so desirous their children should learn German and French, that I have been obliged to change Latin grammar for the grammar of those languages."

"External accomplishments, and the power of being able to read, write, and talk French and English fluently, without giving the necessary time and application to do so correctly."

"Parents generally specify accomplishments and some one or more modern languages, and leave the rest to us."

"Such as can be acquired at the smallest expense."

"Those most needed by the pupils, as well as those for which they show a special taste."

"Various."

"Frequently accomplishments, but they also value the fundamental and deeper branches of education, and like their children to be well grounded."

"We find, unfortunately, that the majority of the parents very rarely examine their children in their most substantial studies, or take any notice of their progress in them, but have pleasure in those which make most show."

"Those taught to all the school."

"Reading, writing, arithmetic, and music."

"Reading, writing, arithmetic, geography, composition, music, modern languages."

"Reading, writing, arithmetic, and music."

"That depends on the educational capacity of the parents."

To question 77:—

Would it, in your opinion, be an advantage or otherwise if your school were examined annually and publicly reported on by independent examiners?

"I entirely approve of public examinations, but think my school too small at present for them."

"Could we secure the attendance of pupils for a series of years we should think it a decided advantage, but as there is such a constant influx and efflux of pupils in unendowed schools we feel unable to form an opinion."

"No advantage whatever."

"It might possibly prove a stimulus to the pupils."

"I believe it would be to the advantage of my pupils if the parents would give their consent."

"In the case of elder scholars it might be of advantage, but of younger it would tend we fear to make their education superficial and exclusive."

"In our opinion the less girls are brought before the public the better. We think the kind of emulation engendered would do them more harm in a moral point of view than good in an intellectual. The visit of an examiner might be of use to the teachers but not to the pupils."

"I think it doubtful if any public examination of girls is an advantage, but a competitive examination is *very* objectionable."

"It would be an advantage."

"If the pupils were nearer of an age."

"I do not think it would have a good effect."

"I think none in a small school."

"I should think it a disadvantage to the moral character of the girls if they were subjected to the excitement of an examination by male examiners, followed by a public report."

"Not unless pupils came at an earlier age and stayed longer."

"It would be a disadvantage."

"I am contented with my present plan. I think it might be useful to teachers to be able to compare their work with that of others."

"No advantage."

"It would be a great advantage to the pupils here to be examined at the Cambridge local examinations. I personally should prefer independent examiners if it could be carried out without much publicity, it being desirable to keep up the private character of the school."

"I cannot say."
"In my opinion an advantage, but I question whether the parents would think so."
"An undoubted advantage."
"A possible advantage, a probable disadvantage."
"No advantage, as the style of our establishment is unsuited to it."
"Yes."
"I believe an examination of the school would be a great help to me, but I do not think it would be good for the girls, and I think most parents would object to it. I should object to a public report."

The salaries of the senior assistant teachers in many of the upper schools do not exceed 50*l.* a year, including board, &c.; in the middle and lower, 25*l.* and 20*l.*

French and German governesses, from 50*l.* downwards.

Average hours a week in school, in 24 schools, 30 hours. Highest, 48; lowest, 23.

Average weeks in which the school is at work a year (27 schools), 40.

Average time allowed for exercise in 17 schools a week, 14 hours (meaning thereby chiefly walking exercise).

APPENDIX IV.

Specimens of Examination Answers.

The following is an analysis of the results of the dictation of the piece of English subjoined, or, on a few occasions only, a piece equally easy. In some schools, especially at first, I only kept the average of mistakes, but latterly I kept the actual numbers, which are those I now give, and although only a portion yet are a fair specimen of the whole.

Out of 705 boys to whom it was given—

103 had no mistakes,
126 not more than 2,
337 above 2 and under 10,
139 above 10.

The spelling of Caen was not counted as a mistake. The piece was always read over twice slowly and distinctly, the subject having been previously explained to them, and was only given to those whom the master pronounced competent to essay it, usually the upper boys. The specimen I give is by way of a curiosity; it is among the worst, but not the worst. I suppose I had 20 equally bad.

For Dictation.

He was buried in the church at Caen, and a remarkable circumstance occurred at his funeral. As the body was being carried to the grave, a man who stood on an eminence in a loud voice forbade the interment of the body in a spot which the deceased had unjustly seized. "That very spot," he cried, "is the "site of my father's house, and I summon the departed soul before the Divine "Tribunal to answer for the crime." All present were struck by the solemn appeal, and the man's charge being found to be just he immediately received satisfaction for the wrong. William is described by the writers of the time as possessing the size and strength of a giant. He was stern and revengeful, but of a commanding spirit. Although very far from being one of the best he undoubtedly was one of the ablest of English monarchs.

By a boy at an Endowed Grammar School, aged 13.

He was burred in the church at Cong, and a remarkeable cirsumstance occurried at his furinal. Has the body was being carried to the grave, a man who stood on an enemense in a loud voice forbaid the inturnats of the body in a spot in which they discease had unjutsly sease. That very spot he cried his this sight of my father's house, and I sommon the departed soul the divine trifurnal to answer for the crime. All present were struck by the sollam appieal, and the man's charge being found to be just he emidatly recieved sadfaction for wrong. William is discribed by the writters of the time has possing the sighs and strengt of a gaint. He was turn and revengfful, but of a

comanded spirit. Although very fare from beign one of the best, he onduitly was one of the amilest or English monarch.

From a Classical School.

The solution of the following I leave to the reader's ingenuity. The original was taken at random from the "Times"—the Ascent of the Rigi:—

Fhre copetician and love of game have done as much for the mountain as the will of Nepolian has acheved for parice. At evry step on the comfortable acent you have sign posts to guide your steps railings to save you or your steed from a fall down a presepiss, apartment for refuge or refreshment, penches for rest, fruit girls with baskets holding out the temtation of jusy pairs stringing plumes and sower grapes begars two at evry turning of a parth mischevius boys infirm old men blind cripled and disagreble whom the comunity turn out at this season and keep at the travelers expench where they (worthy) resperentitives of a peeple who mainly live by the road. Easy smoth and open the road winds up from one to the other of those transvers lairs of rock which lok like so many roes of grey bricks but are in reality bold clifs the ribs of a jiant mas.

From two Classical Schools (upper forms).

LATIN.

Translate into Latin, "We have no leader to follow."

Fuimus non dux sequiri,
Habemus nullus dux ut secuti simus.
Fuimus dux ne sequerimus.
Non dux habemus sequi.
Dux ne fuimus ut sequi.
Habemus nullus dux sequere.
Habemus nullum ducem sequi.

The last being the best translation.

Commencement of two copies of verses, hexameter—(translation):—

1. Ne spira nomen illius, maneat umbrâ.
2. Ne dice nomen insignem, quiescat in umbrâ.

Answers to historical questions in the half-year's work:—

From a Middle-class School (Boys').

Bill of attainder was passed by Charles I. to pardon rebels.

Habeas Corpus, a bill passed by Edward I. to protect a man's body.

National debt is what we owe other nations, and was intended to be paid off by the South Sea Bubble, but it didn't answer.

It was brought on the nation as the Government had a large debt, but the people did not care about paying it.

Charles I. was a weak man; he was separated from his wife, but in a few years lived together again in peace. Civil wars were carried on between him and the Parliamentarians, which ended in the execution of the King. There was also taxes called ship-money to carry on the wars with, and also the Great Rebellion.

SPECIMENS OF EXAMINATION ANSWERS.—GIRLS' SCHOOLS.

From an Upper Middle-class Girls' School (middle of the school).

Geography questions in half-year's work on the United States, Scotland, and Ireland:—

United States is remarkable for its ruins.

Its population is 3.000000.—200.000.—2000,000000.

Each State manages its own affairs has a consul-general appointed by the people and a Governour by the Queen.

Each State has a King chosen by the people and a house of Commons and Lords.

The capital of United States is Mexicon.

It is governed by Queen, a Council and 2 representatives.

Is very subject to earthquakes & all the houses are built low in consequence.

The population of Scotland is 2,300000 square miles (repeated by two others *totidem verbis*).

The religion of Scotland is Protestant, the people are Catholics.

One quarter of the inhabitants of the globe live in Scotland.

The religion is Catholic.
Oats are the favourite food of the Scots.
The climate of Scotland is in a very thriving condition.
Ireland is nice and clean in some places and dirty in others: it exports tallow, candles & cork.
It is very flat and has many deserts and plains.
Ireland is flat: the occupation of the people is to dig potatoes.
Its ports are Aberdeen and Dundee and it exports fish.

French from the 1st and 2nd Classes of an Upper Girls' School, with a resident Governess, and only French spoken during most of the day.

The letters which I have received are charming; I will send some to them.
Les lettres que j'aie reçu sont charmantes: je les en enverrai.
Les lettre que j'ai reçus sont charmant, j'en envoyerai à leur.
Les lettres que j'ai reçu sont charmants, je les envoyerai à les.
" " " " j'en enverrai d'eux.
" " " " j'en envoyerai quelque au eux.
" " " " j'envoyerai quelqu'uns à eux.
" " reçutes sont charmant j'y les envoyé a leur.
" " reçues sont charmantes j'envoyerai y à eux.
&c., &c., &c. None were correct.

I know it as well as he:—
Je sais il comme bien comme il.

Dictation at Girls' Schools.

I usually gave them the same piece as I gave the boys, which will be found above, and read it to them twice slowly.
Out of 197 girls—
26 had no mistakes,
56 not more than 2,
75 over 2 and under 10,
40 over 10.

The following has been handed to me as a genuine specimen of a holiday letter at a middle-class boarding school:—

My dear Parents,

The anticipation of our Christmas vacation abounds in peculiar delights. Not only that its "festivities," its social gatherings, and its lively amusements crown the old year with happiness and mirth, but that I come a guest commended to your hospitable love by the performance of all you bade me remember when I left you in the glad season of sun and flowers.

And time has sped fleetly since reluctant my departing step crossed the threshold of that home whose indulgences and endearments their temporary loss has taught me to value more and more. Yet that restraint is salutary, and that self-reliance is as easily learnt as it is laudable, the propriety of my conduct and the readiness of my services shall ere long aptly illustrate. It is with confidence I promise that the close of every year shall find me advancing in your regard by constantly observing the precepts of my excellent tutors and the example of my excellent parents.

We break up on Thursday the 11th of December instant, and my impatience of the short delay will assure my dear parents of the filial sentiments of

Theirs, very sincerely,
P. S.

P.S.—We shall reassemble on the 19th of January. Mr. and Mrs. A. present their respectful compliments.

APPENDIX V. A.

Bath Grammar School.

Letter from Rev. E. Bartrum.

Sir, King Edward's School, Berkhamsted, Feb. 23rd, 1866.

Some time since, at the request of certain of the Bath Charity trustees, I addressed them a letter pointing out what changes I considered advisable, if

not essential, to the success of King Edward's School, Bath. My connexion with that school as second master having ceased now more than four years, I feel some diffidence in expressing any decided opinion, but as one of the trustees has desired me to lay my views before you, I shall venture to take that liberty.

1st. First and foremost I would say, if the school is to be put on a proper basis, abolish the free system. If the income from endowment is very large, as at Birmingham and Bedford, it may not be even advisable to make a charge; but in other cases, certainly in the Bath school, the free system is a failure. Boys enter the school not for the particular education given, but because the education is free. In this way you have several classes of boys in the school, requiring different kinds of education; some the sons of professional men, seeking the highest education they can obtain; others who declare Greek a useless luxury, and indeed think the classics almost a superfluity; while the lowest class care for little beyond reading, writing, and arithmetic. The best master in the world cannot make such a school succeed. A capitation fee, which should be considerably lower than that charged at the proprietary colleges, would give you funds which could be utilized in many ways. It would provide exhibitions, scholarships, and other attractions. But the chief advantage would be that it would enable the trustees to establish what I think of vital importance, namely—

2nd. A second school. There should be a higher school with a fee of 6*l.* or 8*l.* a year, and a lower school with a fee of 3*l.* or 4*l.* If there were exhibitions and scholarships attached to the higher school the professional classes would gladly avail themselves of it, especially as "the mixture" would not be so great as it is at present. This "mixture" is a bugbear that exercises no little influence, and in my time most boys belonging to the upper classes who entered the school were soon withdrawn on account of it. A capitation fee of 8*l.* would be no objection to a man who wished his son to remain at school until 17 or 18; if he could afford to keep him at home so long, he could afford that annual charge. Certain freedoms might be reserved as scholarships for the most meritorious boys. In the lower school Latin, French, and mathematics would be the chief subjects, and with a fee of 3*l.* or 4*l.* you would soon have 100 boys. This division is now being adopted so generally that I need say but little on the point; I advocated the alteration six or seven years ago, and have seen no reason to change my opinion.

3rd. The rule requiring three years' residence in Bath on the part of parents, preceding the election of their sons as scholars, should be abolished. If it were, persons would go to Bath to take advantage of the school; they are not likely to do so if they are debarred from the full enjoyment of its privileges until they have resided three years. Bath would be benefited by the change. (See clause 23 of scheme.)

4th. It seems to me a mistake to appoint second and third masters and to define their duties, as is done in the Bath scheme. Give the trustees power to compel the master to appoint an assistant master for a certain number of boys, but let the head master appoint and dismiss his subordinates. The second master is, and I thought so when in that position myself, too independent of the head master to allow matters to run smoothly. In almost all the great and successful schools the head master has this power, and it is very rarely abused. But in the Bath school, as the second master is appointed and paid by ten trustees, and can only be dismissed by a majority of the whole body of trustees, there is, I may almost say, an *imperium in imperio;* certainly there is nothing in the scheme to make it the interest of the second master to work harmoniously with his chief. It is not for me to refer to the history of the school in proof of what I have stated; in any case, by a payment of a certain capitation fee for every boy in the school, or by some such plan, the interests of all the masters should be rendered identical.

5th. My last proposal is one which I fear will meet with but little favour. I cannot but think that the presence of reporters at all the meetings of the trustees detrimental to the best interests of the school. Every petty grievance, every trifling misunderstanding between the trustees themselves, or between them and the masters, or between one or other of the masters, has been faithfully chronicled and reported to a wondering public. With the greatest respect for the press, I at the same time believe that the Bath papers have been the bane of the school, The managers of the other collegiate schools in Bath have

had their squabbles, some of which have been neither slight nor trifling, but they have not been put in print, and hence have soon been hushed up or ere long forgotten.

I have the honour to remain, &c.,

EDWARD BARTRUM, M.A.,
Formerly (1856–61) second master, King Edward the Sixth's School, Bath.
Late (1861–3) head master, Grammar School, Hertford.
Now head master King Edward the Sixth's School, Berkhamsted.

B.

ACCOUNT OF SAMPFORD PEVERELL PROPRIETARY SCHOOL.

Rev. C. BERE.

Uploman, Tiverton, March 13.

* * * * * The school was opened in 1860, before which time the only school of the kind in this *immediate* neighbourhood was an "academy," * * * * * * * *

The school at West Buckland, established by Preb. Brereton, was founded, as you doubtless know, in 1858. This followed in 1860.

Almost as soon as I came into this parish, 1858, I sounded the farmers in it with regard to the state of the education provided for their children. They seemed very anxious to get a good school established, and before the end of 1859 we held a meeting here and determined to raise as much money as we could, in shares, for the purpose. Three farmers offered 60*l.* apiece; our capital ran up to 500*l.* speedily, four-fifths being the property of farmers in the neighbourhood and the tradesmen in the village in which we proposed to establish the school. We received donations to the amount of 70*l.* from gentlemen; our heartiest supporter being Sir T. D. Acland. With the 500*l.* we bought our present premises, and had to borrow money to put them into repair and to provide the necessary furniture, &c. The school opened with seven boys; the next quarter there were 11; the next 22. In the belief that the school would increase rapidly in number a new schoolroom was added, and opened Dec. 1861. The number of boys rose now to 46; but through the inefficiency and mismanagement of the head master began to decline more rapidly than it had risen. The head master was advised to resign, which he did Dec. 1862.

The school now underwent a change in constitution and management. From being a "Middle-class Proprietary School," it became an "East Devon *County School*," under the Limited Liability Act. An amalgamation with West Buckland had been carefully discussed, but as there were too many difficulties in the way it was determined that the school should go on its own footing. The title "County School" was chosen, in order that if the Rev. Prebendary Brereton's scheme of establishing a series of "County Schools" throughout Devonshire was ever carried out, this one might already be placed in a position to come under this head.

Another head master, Mr. S. W. Watson (under master at Guildford Grammar School), was appointed, in whose charge the school is at present. He was appointed by a body of *Trustees* elected for the purpose, who do not change as the *Directors* do.

The school began now to receive more encouragement from the gentlemen in this part of Devonshire, *e.g.*, from Mr. T. D. Acland, M.P., Lord Fortescue, Mr. Drewe, Mr. Troyte. The capital of the company was increased, by shares, to 800*l.* The number of scholars, however, remained low, and did not reach 30 till June 1865. By this time the confidence of the neighbourhood in the school and in the head master was re-established. The last quarter there were 38; and this year the school has opened with 40 (24 boarders, 16 day boys). At this number the school may be regarded as self-supporting, though barely so.

For the last three years it has been a constant drain on private resources; the excess of expenditure over income having been in 1863 and 1864 more than 100*l.* I calculate our profits and losses as follows:—

At our present number (24 boarders, 16 day boys):

[On each boarder we *clear* about 8*l.* 10*s.* per annum
„ day boy „ 5*l.* 10*s.* „ .]

A.	24 boarders at 8*l.* 10*s.* - - - -	£204
	16 day boys at 5*l.* 10*s.* - - - -	88
		£292
B.	We pay head master - - - -	£100
	„ second master - - - -	35
	„ matron - - - - -	20
	„ wages - - - - -	25
	„ board of master, matron, &c. - -	80
		£260

This leaves a balance of about 30*l.* for advertisements, interest on money borrowed, repairs, &c., which is not too much.

So I think I may say that the school is just though barely self-supporting at this number. 50 boys would pay, with the present staff, well; anything over 50 ought to bring in a dividend.

In the above expenses are not calculated sundry items which have been given as presents to the school, as a fives court, bathing place, cricket and football ground, &c.

I. You ask me to state any difficulties which we had in starting the school, or in working it, as far as we have gone hitherto.

i. At first we suffered from the want of anything like a general interest in the scheme from the landed proprietors of this part of Devonshire. They thought it was a business of the farmers, and that they could provide a good school for their sons, if they wanted it, without any help. Consequently the capital with which we started was too small, and we were obliged to borrow (350*l.*)

ii. When we had started we soon found the difficulty of making the parents understand the system of a *public* school. They wanted more personal supervision; they thought the boys ought never to be out of their master's sight. Still less did they understand the good and the result of real examinations. The parents could not judge of their sons' attainments or rate of progress, they were accustomed to examine only the writing and the ciphering books, and to receive at the end of each half-year a proper *holiday letter*.

This difficulty was met by having much of the work done in exercise books, which are corrected—by the boys taking home their examination papers, with the question—by a system of daily marks, which the parents see that their sons appreciate.

It is only fair to set over against this the hearty co-operation of those for whose benefit the school was founded. If it had not been for *the farmers* themselves the school would not have existed. I am fortunate enough to have in my parish one or two first-rate men (one especially a vice-chairman of the Tiverton board of guardians, Mr. T. Pearce), without whose help and spirit we could not have started at all. I always claim this characteristic for our school, that it was created by the farmers themselves, I do not wish to be so over modest as to say that I have had nothing to do with it, but I can honestly say that having had so little help from the gentry at first (Sir T. D. Acland excepted) I could have done nothing without the farmers. Most of these schools are established *ab extra*—this has been established *ab intra*.

II. You ask me what I think is "the great educational want of this class."

i. With regard to the parents, they want (*i.e.* desire) little more than that their children should have an education equal to that of the first class in a good national school, *apart* from the mixed elements of such school. They have not had more themselves, in fact not so good—they do not see why their sons should have more. They think "grammar, geography, history, and all the "other ologies" (!) (as I once heard an eloquent chairman term it at an agri-

cultural dinner, at which he was crying out against the over-education of the poor!) belong not to the poor but to themselves.

However, it is fair to say that they are learning by such schools as that at West Buckland and Sampford Peverell to see the value of other subjects, such as a foreign language, Euclid, algebra, &c. I think, on the whole, that the parents of our children are beginning to trust those who teach, or care for their being taught, and are willing to leave the matter in their hands. In fact, though theoretically they suppose themselves to have an antipathy to Euclid, &c., yet practically they are content to abide by the system laid down. The only subject which was made a personal grievance was that of learning poetry, and that only in one case.

ii. With regard to the boys. What they want (*i.e.* need) is now, I think, a matter on which all good teachers are agreed. The object is on all hands allowed to be, the training of the boys' minds. It does not matter so much *what* is taught as *how* it is taught.

In the S. P. school, up to class 1 (or 4th form) nothing is taught beyond what would be taught to the first class in a good national school. In class 1 we have, besides French, Euclid, algebra, &c., in one or two instances Latin.

French has been chosen not as *absolutely* but as *relatively* the best language for our boys to study. *There is not time to get any real hold of Latin.* German would be better as a mental training, and as having a more perfect grammar: but the use of this language would be too remote to be understood, and the same difficulty which applies to Latin applies to German—there is not time to master it. Of French something can be acquired, and the mere study of any one language, in addition to English, is a great help to the study of English.

I need not say anything about Euclid or algebra. No one disputes their use.

Music is taught so that at least all shall know their notes and have some idea of sight-singing. [Personally I am a very strong believer in the use of music, and am sure it does not require much time to teach enough of it to make it always a source of great usefulness.]

I do not much believe in teaching chemistry *theoretically*. Where there are sufficient appliances and can be plenty of experiments, there I believe a lecture now and then (say once a fortnight) would be useful.

I do believe in practical mechanics, but we have not taught them yet.

But I see I am trespassing on the answers to your printed questions, some of which I will try to send you soon.

You draw my attention to the importance of the fact that such schools should be self-supporting. I believe they may be, and will be, after a certain time allowed for trying the experiment; but in order that they should be so a certain number of boys is necessary. You cannot give the head master (if he is what he ought to be) less than 100*l.* a year, with board and lodging, for on him everything depends. The boys must have something of his character stamped on them, or at least he must be of sufficient mental and moral calibre to impart something of *himself* to those whom he teaches. He should be *above* their class, though *of* their class; *above*, to feel his position, *of*, to be able to understand and sympathize with his pupils. I think if he is ordained on such a title so much the better, provided he is really a good man.

With 100*l.* a year for head master, 40*l.* or 50*l.* for the second, 20*l.* or 30*l.* for 20*l.* for matron, you must have either a higher figure than we have, or else have at least 50 boys. You can move along at 40, but you are not in smooth water with that number.

We have had our time of difficulty and almost of despair, but we had faith also and pluck, and have now, I trust, pulled through. But my experience makes me feel very strongly that no scheme of the kind should be started without *sufficient capital* to protect the school in its infancy, and that any assistance which can be given to such schemes, either by private contribution or from reapplied charities, or from Government, should make that its primary object. The strain on us has been through want of capital. Once, however, such a school has really got a footing in a neighbourhood and has formed for itself a "*connexion*," I feel sure it will stand.

I have written thus in detail, as I thought you would like it better so, and could pick up from it what you wanted more easily. I will look at the printed questions in a few days, or answer any other question you like to send me.

I hope what you saw of our school pleased you. I was so sorry to be away.

Yours very truly,

C. S. Bere.

C.

Letter from Sir John Bowring in Answer to Questions.

Sir, Claremont, Exeter, 25 Feby., 1866.

On the general question of the efficiency of endowed schools I am of opinion that they should be subjected to a general reconstruction for their proper adaptation to the demands of advancing civilization. Most of them represent the stagnation of times when science was ignored, and when the repetition of words was the great requirement, instead of the cultivation of thought and the acquisition of substantial knowledge. In truth, as regards fitness for the business of life, practical education has too generally to begin where it is supposed to end. With few exceptions the hours given to what are called classical studies are worse than wasted, because they might have been utilized to far better account. The subjects taught and the modes of teaching are equally worthless. I venture to say that *three* modern languages might, under judicious guidance, be acquired for all practical purposes in fewer hours than are given to obtain an imperfect and unavailable acquaintance with Latin and Greek. And be it remembered that Latin and Greek, even if acquired, present nothing but the civilization of the ages in which they were spoken, and are wholly unfitted for the new phraseology which the discoveries of philosophy have necessitated, and which would be sought for in vain in any of the records of the past. Generally speaking there is really *no* preparation in our schools for that supply even of elementary education for which there is now a large demand. How few lads know anything of the metric system at present so extensively employed in accountancy, engineering, medicine, commerce, and other parts of the field of daily occupation. Political economy, book-keeping, mental arithmetic, geography, history, and other branches of information, which might be made as attractive as they are really important, are little regarded.

The constitution of educational trusts is, as far as my experience goes, most objectionable. Their purpose is often less to provide for the education of the child than to distribute the patronage which is to be given to the parent. Many of our school endowments are but so much of political capital employed as payment for votes, or interest to serve party purposes. The trustees are generally selected not because they bring appropriate knowledge, aptitude either moral or intellectual, but because they belong to one or the other, *i.e.*, either to the conservative or the progressive section of the community.

Where education is of a higher order, and important advantages with general reputation are attached to schools, it too often happens that benefits intended for the less opulent classes, or even for the very poor, are monopolized by those who have the position which wealth alone or social elevation can give. As regards the reformation of mischiefs growing out of the abuses of patronage, I have not found that any machinery exists sufficient to enforce such reformation. These abuses are so sanctioned by long use, by habits of submission, or of indifference on the part of the uninfluential many, and by a sense of helplessness among the inquiring few, that it is scarcely to be expected from the Charity Commissioners that they should actively interfere with ancient trusts, and call upon the action of chancery, unless in cases of a very monstrous character, so that little hope is left for the redress of what is wrong or the introduction of what is right.

School endowments ought to be considered as harmonizing with the period in which they originate, and their adaptation to another state of things is, after all, the great problem to be solved. We should ask what would their founders wish were they acquainted with the present condition of society—what would they do were they living now? As these foundations represent the progress from ignorance towards imperfect instruction, so our better acquaintance with the wants of the time should lead us to require a higher and better instruction

than the past could give. On these grounds the comparatively inadequate provision for the education of girls demands special attention. Women were not deemed worthy of the same amount of solicitude as the other sex—even the accomplishments to which the more educated were trained had little of an intellectual character.

The association with education of money grants, food, garments, &c., is alien to its true and primary purposes of education, and the influence of such adjuncts is generally pernicious. These, and not instruction, become the objects of desire, and parents look to schools less because the minds of their children are to be cultivated than because their bodies are to be fed and clothed. Such doles paralyse exertion and encourage indolence. Where dress is a costume or uniform it becomes either the representative of indigence and inferiority or of patrician pride. Both indicate separation from the general community.

Almshouses may or may not be on the whole desirable. There are many cases where under a proper administration they are a welcome retreat to the deserving; but there is great difficulty in preventing their being instruments of personal or political patronage. As far as my experience goes, the prospects of candidates for admission depend far less upon their real claims to selection than upon the favour of those to whom their selection is confided. The responsibility of boards is nugatory where the different members support one another, as they commonly do, in the distribution of the "good things" placed in their hands; and the "common feeling" which makes men "wondrous kind" is nowhere more strikingly exhibited than where "boards" composed of ordinary men become "screens" to conceal corporate infirmities, irregularities, and misdoings.

One can hardly generalize as regards the results of domesticating boys in hospital schools. Under proper management in such schools, and a fit selection of scholars, they might afford advantages for education not to be found in other establishments, particularly in awakening that *esprit de corps* which acts so strongly in the field of honourable competition.

The emancipation of so many trades and professions from the old guilds and the removal of restrictions upon the exercise of particular crafts have changed the character of the apprenticeship system. I fear in too many cases money paid for lads to learn a trade is pocketed by indigent and inefficient masters, and that the supervision over the condition of the apprentice is very imperfect, as is the security for his being properly instructed.

In reference to the application of endowments to educational purposes, I should suggest searching local inquiries by properly authorized inspectors. There are trusts where the trustees would welcome any useful suggestions and lend willing co-operation. There are others where all proceedings are veiled in secrecy, and where the debtor and creditor accounts sent to the Commissioners give very imperfect information, even when furnished, and it is to be feared they are frequently in arrears. In the only school with which I am connected, and where the construction of the schoolhouse and the conduct of the school have been unsatisfactory, we are about to rebuild the premises and avail ourselves of the aid which the Council of Education may be able to give.

I know no more desirable application of educational endowments than to the establishment of public schools; but the direction, administration, subjects for instruction, social government, &c., should be submitted to intelligent, frequent, and non-announced inspection. The stages of progress should be specially provided for and carefully watched. I have generally observed that unanticipated questionings are the best tests of general knowledge. Youths must be taken out of the grooves of habit and routine in order to ascertain the real state of their mental cultivation. In a part of the educational field to which I have paid some special attention, the study of modern languages, nothing can be more unsatisfactory than the results of the system generally adopted—bad pronunciation, wretched grammar, allocation of foreign words in English order, the work of *translation* proceeding in the mind, which properly instructed ought directly to suggest the foreign idiomatic form. Indeed there are far fewer *synonymes* than are supposed in languages emanating from different sources, and dictionaries often mislead by furnishing inadequate interpretations.

If home influences are good I should prefer the day school to the boarding school. A happy home is in itself a moral school, and intelligent parents the

most desirable and the most influential of teachers. Home training has much to do with the formation of character, and may be an invaluable auxiliary to the schoolmaster or mistress. The young whose career in life has been most honourable are those, as far as I have observed, in whose cases home guidance and co-operation have lent helping aid to the school instructors; but it need not be said that there are multitudinous instances where home influence is most pernicious—defects in fathers and mothers are so easily transplanted into the characters of children, wrong tendencies uncorrected or encouraged, right tendencies neither awakened nor promoted. The action to be desired would demand a volume for its proper elaboration, and for its application a special inquiry into the circumstances of every individual family.

I do not see how the contrasted advantages of public or private schools can be estimated except by their results in individual cases. The system of competitive examinations will by their comparisons help the solution of this and other interesting inquiries. It would seem superfluous to say that a good private school is altogether preferable to a public school that is not good. In the management of public schools there may no doubt be sinister interests, unfitness of trustees, jobbing in the nomination of teachers, corrupt preferences in the introduction of scholars; and the master has seldom the same permanent, paramount pecuniary interest in the good conduct and success of his school which attaches to the private teacher. On the other hand, the appliances of public schools are greater generally than those possessed by independent masters; the field is commonly larger, the traditions stronger, the emulation greater, while the character of the scholars has perhaps as much to be considered as that of the school.

I cannot fancy that a system of judicious inspection can be other than desirable in any school. It should be compulsory for all endowed schools, all schools to which public money is in any way applied. Perhaps opinion would hardly recognize the propriety of enforced inspection into private schools; but a well-regulated school would generally find popularity and patronage from the fact of its having been favourably reported on by accredited inspectors.

A board of examiners should be appointed by and made responsible to a central official authority. If the existing machinery be not perfect it is becoming more and more efficient.

In a school social position ought to be disregarded, equality should be the rule, distinction the result of school acquirement, of moral and intellectual deservings.

I attach great value to training colleges, but they should make provision for acquirements not at present contemplated, for instance, in the field of language, There are intellectual and scientific stores in languages to which nobody pays attention. The Sclavonic, the Scandinavian branches, Russian, Polish, Bohemian, Swedish, Danish, Dutch; in the descendants from the Latin, Spanish, Portuguese; independent languages, like the Magyar, the Finnish; to say nothing of the great Oriental branches. I venture to say that China, for example, would be a field for making the fortunes of thousands who to an average English education should add the facility of intercourse with the native races. A mechanic, a gardener, any man who could carry on a handicraft trade in which the European intelligence is ahead of the Oriental, could hardly fail of success. In India the want of middle-men standing between the capitalist and the cultivator is universally felt; but he must be worthy of confidence as regards his probity, and he must be at home with the ryot in the daily business of life.

As far as religion is made a question of creeds, formularies, and observances—of sectarianism in any shape, by whatever name it is to be called—it ought to form no part of national education. In the best continental schools with which I am acquainted, I believe the religious opinions of parents or children are not inquired into, for with them the State has no concern; it has no right whatever on so-called religious grounds to institute preferences, or exclusions, or disabilities. If by religion is meant *religious practice*, purity of heart and life, prudence and benevolence, abstinence from the vices that stain society and the cultivation of the virtues that redeem it, all this is well for the instructors and the instructed; but if a school is to be made a battle-field between orthodoxy and heterodoxy, and at the school portal there is an inquisitor to ask, Does your father or your mother believe *this* or *that?* and if admission or exclusion is to depend on the answer, it is idle to talk of general rights or general educa-

tion while you sanction multitudinous wrongs and make education itself partial and intolerant.

It is a mischievous and unchristian element to associate in the minds of parents or children the notion that the profession of a particular sectarian creed is to bring with it a larger or a smaller portion of the educational patronage of the State.

As regards language-teaching, grammar, as it is called, used as an elementary instrument, it is the great barrier to progress; such teaching begins where it should end. Grammar ought to be the last instead of the first means of instruction. Were foreign languages learnt as we learn our own, by the tongue and the ear long before we use any *reading* eyes, they might be readily thoroughly mastered.

If I were asked where absurdity is maximized in a *modus docendi* I should say in the case of teaching Latin by the Eton *grammar*. The hearing and the speech are the proper primary organs for acquiring any idiom. If bad grammar or bad pronunciation were never heard they would never be exhibited. What well-educated child ever blunders when he talks in his native tongue? The blunders in the use of foreign languages are all attributable to a vicious mode of teaching. Isolation should be avoided in all lingual instruction. Properly guided every boy and girl should be teachers as well as learners. I have known cases where a youth of 10 years old has spoken half a dozen languages so perfectly that no one could distinguish which was the mother tongue. The learning of languages, instead of being one of the most wearying and unpleasant of engagements, ought to be and might be made one of the most easy and attractive. There are few objects more interesting than to watch the delight with which a child acquires the knowledge of words, the means of gratifying his wants and expressing his emotions. I believe there is no living language which for all the ordinary purposes of life may not be learnt in a few months. How imperfect is the mastery acquired over dead languages after the devotion to them of laborious years!

Elementary arithmetical and mathematical teaching may be usefully conveyed through classes. The higher calculations and problems must be worked out by solitary individual thought. I imagine that few will be able to soar into the more elevated regions. The world has many sparrows but few eagles. The gregarious instinct will carry us on to a certain distance, beyond that the impulse will be peculiar and personal.

At the age of 15 a boy should read thoroughly well, spell correctly, express his thoughts with facility in good legible handwriting, have mastered the common rules of arithmetic, have learnt the decimal and metric systems, book-keeping, the outlines of English history, elementary mathematics and algebra, and know a couple of hundred words of French or some other modern language. At 18 all these acquirements should be further advanced, and the rudiments of scientific knowledge acquired with special reference to the intended business of life. Book-keeping by double entry should be learnt; it may be acquired in a dozen lessons. Every youth of 18 should have his waste book, cash account, journal, and ledgers. A merchant's accounts are full of instruction, geographical, statistical, economical, and may be made most valuable texts for instruction. Simple accountancy should be taught to every youth above 14.

Where there is no musical taste little can be done; where there is any it should be encouraged. I think all children might be trained to sing in chorus with more or less success, and competitive progress might be carried on as in Switzerland on an extensive scale. The musical faculty is susceptible of early development, and unless it is educated the attempt to play on musical instruments would mostly lead to waste of precious time. A musical genius would hardly fail to be exhibited out of school hours.

I should take much the same view of instruction in drawing. All youths should be initiated in the elementary practice were it but for cultivating the observant powers. This would require no considerable sacrifice of time; but in this as in every other department of education the amount of encouragement to be given must generally depend on the amount of aptitude displayed. One of the best evidences of the fitness of a master is his discernment of the special faculties of the scholars. The vine will bear grapes but no manuring will make it bring forth figs, nor will any ingenuity force grapes from the fig tree.

Rote repetitions on the part of the scholar, without ascertaining the real state of the mental impressions produced, are of little value; so the teaching of the master, unless its results are watched and ascertained, may be equally useless. It would be most desirable to combine the benefits of instruction conveyed to classes with that examination of individuals which is necessary to follow up the effects of that instruction. The modification of a general principle to suit such particular cases is one of the greatest considerations in the business of education. The purpose should be to impel the intellect without overstraining it, to suit the burthen to the capacity of the bearer, to prevent the "too little" orthe "too much" in the demands of the instructor, to prepare the soil for the seed, and to suit the seed to the soil.

It would be desirable that schools for the more advanced youths should be furnished with a laboratory and that elementary chemistry should be an object of education, but it should not be made compulsory. Few subjects are more attractive than elementary chemistry. Few blend so much instruction with amusement. I have known instances where, with great benefit to the youth, experiments have been clandestinely carried on, to the delight of his companions, and where much knowledge has been acquired without any suspicion on the part of the master of the manner in which moments of leisure were passed. There are so many trades in which a knowledge of the properties of material objects would be valuable—synthesis and analysis—that I should be glad to see chemistry figure more prominently among the objects of youthful study.

Might it not be possible to add to the interest and influence of inspectorship in middle-class schools by allowing the inspectors the right to nominate a certain number of advanced youths to compete for Government appointments. In the consular service there is a great want of lingual acquirement, especially where the idioms are not those to which attention is commonly given. For the collection of statistical and general information how few are there competent to hold intercourse with the natives of foreign countries? Take Russia, Turkey, the coasts of the Mediterranean, the Baltic, to say nothing of South America, or the regions east of the Cape. In how many departments a thorough acquaintance with accountancy is wanted. Schools should be made more auxiliary and contributory than they are to special aptitude in their various departments of government. From the very beginning of education the end should be kept in view. I would place Bacon's *Respice finem* as a frontispiece over every school portal.

SCHOOLS INQUIRY COMMISSION.

REPORT

BY

MR. H. A. GIFFARD.

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REPORT.

My Lords and Gentlemen,

I have the honour to lay before you the following Report of the state of Education given in such schools situated in the district assigned to me as fall within the range of the present Inquiry.

It has been a matter of some difficulty to draw the boundary line which separated the province of the Commission from that of the Duke of Newcastle's Commission in 1858. The superior limit is clearly defined by the extent of the Earl of Clarendon's Commission in 1861. As my district, however, comprised none of the schools which were the subject of the latter inquiry, I did not feel justified in assuming that there was an upper region into which I ought not to venture, however imposing its pretensions to a rank which would exempt it from investigation. Accordingly, although I have endeavoured to keep constantly before me the injunction to direct my attention chiefly to the schools frequented by children of the middle classes, my inquiry has included some schools which would disclaim, and some which would not aspire to any such connexion. The present Report is founded partly upon the answers to the printed questions which, in obedience to your instructions, I circulated in my district, partly upon letters written either spontaneously or at my request by persons engaged or interested in education within the district, partly upon my own personal experience gathered during a period of six months spent in the inspection of schools and the examination of pupils, and in daily intercourse with the givers, the receivers, and the critics of school instruction.

Several classes of schools included in the Inquiry.

I gladly take this opportunity of making a public acknowledgment of the general courtesy which has been shown me by those to whom I have applied for information. The trustees and governors, as well as the teaching staff of endowed and proprietary schools, many masters and mistresses of private schools, many professors and occasional teachers, as well as the numerous clergymen and other gentlemen with whom my inquiry has brought me into contact, have a right that I should bear testimony to the willingness, amounting in many cases to zeal, with which they have furthered the object of the Commission.

Assistance rendered in the Inquiry.

This general alacrity in support of the inquiry has made my task, if not easy, at least pleasant, and has opened sources of information which as an unknown and unsupported visitor I might have found closed.

General character of the district.

The district which it was my duty to traverse comprised the extra-metropolitan portion of Surrey and the whole of Sussex. The latter county presents in its sea-bathing places some peculiar features which may perhaps affect the educational returns, and to which I shall have occasion to refer hereafter. But with this exception the district is similar to other purely agricultural parts of England.

Agriculture improving.

Agriculture is said to have much improved in Sussex of late years. The backwardness of Sussex farmers to adopt new inventions was for a long time proverbial: and where the more daring made a forward step an agricultural riot immediately drove them back to inaction. The use of the threshing-machine, for example, which had been common for some previous years, was discontinued after the riots of 1831. Now, however, there is no lack of machinery at work on the best Sussex farms. On the road between Worthing and Littlehampton, a distance of seven miles, I saw, towards the end of August, three steam threshing-machines at work; and there were doubtless others which I did not see. In all the agricultural districts the reduction of wages has driven great numbers of the agricultural classes into the neighbouring towns. Fortunately the growth of the bathing places has absorbed some of this disengaged labour in other and more profitable pursuits, and the extension of railway works has given employment to such as were wedded to the spade. But if the agriculture of Sussex has been improved, I am not sure that the mental culture of the farmers has improved with it. There seems to be a rooted and a growing reluctance to allow a boy who is to take to the farm to "waste his time over book-learning." It is not that the farmer despises education, but he values success in business more; and he is persuaded, whether rightly or wrongly,—

General feeling of farmers about education.

> "That he who by the plough would thrive,
> Himself must either hold or drive."

and shrugs his shoulders at the suggestion that the general sharpness of an older apprentice will outweigh the manual dexterity of an earlier one. A farmer is very slow to acknowledge that there may be better ways of farming than his own. To bring his son up in his own way—and that as early as possible—is in his opinion the best thing he can do for him. The great difficulty with which a schoolmaster has to contend is that of inducing a farmer to leave his boy at school after the age of 15. The boy is often taken away at 14. He can be useful to his father in many ways—can take the horses or the cows to drink, or bring the sheep to fold; can ride on errands, and report about the labourers. And this is precisely the kind of life which a boy best likes and to which he is anxious to escape from the restraints of school. I have sought opportunities of talking with farmers about their sons. They are not as a rule interested in the question of education.

It is a new subject to them; and they have not thought about it. They will tell you what they want their boys to learn at school: "To write a good hand and to calculate" seem to be the ends, and a good handwriting the test, of education. "What is the use of you gentlemen going to college?" one man said to me, "My Walter can write a better hand than you"—a merit which I freely acknowledged.

Kind of education desired by farmers.

I have tried to discover the kind of school at which the bulk of farmers' sons are educated. On looking at the returns from endowed schools, I find that with the exception of Steyning Grammar School very few farmers' sons are entered amongst either the 20 boys at the top or the 20 boys at the bottom of the school. At Steyning 9 out of 20 day boys and 9 out of 20 boarders are returned as sons of farmers. It will be seen that out of the 10 day boys highest in the school only 2 are the sons of farmers, whilst the farmers' sons number 7 out of 10 of the boys lowest in the school. Five out of 10 of the highest, and 4 out of 8 of the lowest boarders are farmers' sons. It may be assumed as a general rule, that the class of boarders in a school is of a slightly higher social standing than the class of day boys; they remain at the school longer, and their parents take a greater interest in their education. And this will explain the comparative standing in the school of the farmers' sons who are day boys, and those who are boarders. But Steyning Grammar School is a very exceptional instance of a classical school frequented by children of the agricultural class. And its hold upon them is in the case of the day boys rather a matter of necessity than of choice, as it is the only decent school in the place. I have described it more particularly elsewhere. At Reigate Grammar School only one of the 26 boys about whom information is given is the son of a farmer: at Farnham Grammar School only 4 out of 31 are farmers' sons, and there is not a farmer's son amongst the boys in the grammar school either at Lewes or at Guildford. The other endowed schools in my district have, as I shall show in another place, sunk to the level of national schools. On turning to the middle-class proprietary schools which are accessible to farmers, and where a liberal education is given, I find that at Hurstpierpoint only 2 out of 20, or 10 per cent. at St. Saviours, Shoreham, only 1 out of 25, or 4 per cent., at a third school only 2 out of 20, and at a fourth, only 2 out of 36 boys whose parents' professions are given are the sons of farmers. And on consulting the returns of the private schools whose terms range between 20*l.* and 40*l.* a year for boarders, and where Latin is professed to be taught, I find 2 out of 40, 2 out of 20, 4 out of 19, 5 out of 37, 2 out of 19, or altogether about 10 per cent. of the boys are sons of farmers, the remaining 90 per cent. being the sons of tradesmen or poor professional men. Unless, therefore, there are nine times as many tradesmen and poor professional men as there are farmers who are able to afford a fair price for the education of their children, farmers must care about the matter less than the other classes who share it with them. And the testimony of every one

Farmers' sons not generally found in grammar schools.

Steyning Grammar School an exception.

Farmers not liberal in educating their children.

with whom I have spoken on the subject confirms this view. At Guildford, at Reigate, at Lewes, and elsewhere I was told that the farmers were liberal in everything else except in the matter of schooling. And I heard frequent complaints of their driving hard bargains with the schoolmasters, and cutting down the expenses to the last penny, restricting them in the use of school materials, pens, ink, paper, and the necessary books.

But subscribe to the building of county schools.

I believe that the Sussex farmers subscribed very fairly towards the building of the college at Hurstpierpoint, and I was also told that the Surrey farmers had contributed largely to the Cranley School. But experience proves that they are more willing to subscribe a single sum towards the erection of a school than to send their sons to it. The Hurst School, for example, draws very few of its boys, only 10 per cent., from Sussex, and is chiefly fed from London and from foreign counties. I do not know whether the middle school at Cranley—which had not yet been opened when I visited the place—has been more successful in drawing boys from the county of Surrey. It was intended to include a number of day boys in the scheme, so as to hold out an additional inducement to the surrounding farmers to avail themselves of the school. Farmers prefer day schools, partly no doubt because they like to have their boys with them, and partly also because they are less expensive. Some of the objections, too, which are made against day-schools in large towns—*e.g.*, that the pupils on their way to and from school fall in with bad companions—do not apply to the country.

Preference for day-schools.

The annexed table covering 10 private boarding-schools where I have ascertained the sons of farmers to be received, will show the limits of the payments made by farmers for the board and education of their boys.

Table A.

Showing annual sum paid by farmers for board and education of a single boy.

Table A.

	For Boys under the age of *	For Boys above the age of *
(1)	£24 0 0	£26 0 0
(2)	18 18 0	21 0 0
(3)	21 0 0	25 4 0
(4)	26 5 0	26 5 0
(5)	36 15 0	36 15 0
(6)	28 7 0	33 12 0
(7)	31 10 0	36 15 0
(8)	30 0 0	30 0 0
(9)	31 10 0	31 10 0
(10)	21 0 0	21 0 0
Average -	26 18 0	28 16 0

The second table will show the same limits for boarding-schools in which the daughters of farmers are found.

*The materials before me do not enable me to fill up this blank, the age at which the lower payment is replaced by the higher being different in different schools. It varies between 12 and 14.

TABLE B.

TABLE B.

Showing similar result—farmers' daughters.

	For Girls under the age of *	For Girls above the age of *
(1)	£18 18 0	£26 5 0
(2)	17 0 0	20 0 0
(3)	20 0 0	30 0 0
(4)	16 16 0	16 16 0
(5)	20 0 0	20 0 0
(6)	16 16 0	16 16 0
(7)	23 2 0	23 2 0
(8)	21 0 0	21 0 0
Average	19 4 0	21 15 0

Children of "farmers" chiefly to be found in inferior schools.

But by far the greater part of the population coming under the term farmers—and they amount in my district to nearly 7,000 families—educate their children either in the free national schools or in small private day-schools where the payments vary from 6*d.* a week to 4*l.* a year. Many of them, doubtless, cannot afford more. I have no data for estimating the proportion which their outlay bears to their means. But they may be compared with the classes who send their sons to the same schools; and it is the prevailing opinion of schoolmasters, that given a town tradesman and farmer with the same incomes and the same number of children, the tradesman will give more and care more for the education of his children than the farmer, who is content to take the cheapest school or the first school that offers itself.

Thus, in the characteristic class of my district, the class which might be expected to demand a good education, there prevails a kind of indifference which requires some effort to stir it into acquiescence in a good movement, much more to kindle it into sustained zeal in the cause of education. There is no other class of sufficient importance to be noticed separately here.

Other characteristics of the district. No manufactories or foreign trade.

Manufactures are few and insignificant. Here and there a manufactory for agricultural instruments, or for rope or for gloves gives a life to its immediate vicinity. But the sum total of these factories makes no sensible difference in the character of the population. Sussex has a long line of sea-coast, but no harbours of any importance—no seaports likely to become the centres of trade or to attract the trading middle class to reside near them. Newhaven derives some distinction as one of the outlets of the stream of travellers from London to the Continent. But its harbour is unfit for vessels of deep draught, and the same may be said of Rye, of Littlehampton, of Shoreham, and of all the outlets of the Sussex streams. Shipbuilding is carried on to some extent at Shoreham, Kingston and Newhaven. But this is confined to the building of barges and small vessels for the coasting trade. The wealthier of the Sussex tradesmen are to be found in the county towns—such as Lewes, Horsham, Chichester,—and in the watering places such as Brighton, Hastings and Worthing.

* See note to preceding Table.

In extra-metropolitan Surrey they are of course congregated in the county towns. I have been informed and have no reason to dispute the correctness of the information, that the tradesmen of the county towns are on the whole much wealthier than those of the bathing places. It is said that in the latter custom is much more precarious and is almost entirely dependent on "the season." I am also informed that a great proportion of the tradesmen in the bathing places are not independent capitalists, but are merely agents of London firms. This is true to a great extent of Brighton. Moreover, the connexion between Brighton and London is so intimate, and the communication between them is so rapid that a great part of the "shopping" of Brighton residents is done in London. But with due allowance for these drawbacks, Brighton with its population of 90,000 souls, has a permanent trade which is totally independent of visitors; and the wants of the permanent residents have developed a class of tradesmen quite wealthy enough to afford, and intelligent enough to value, a sound education for their children. The same remark applies to Hastings and St. Leonard's-on-Sea, which have grown into one town. But it is not true of the smaller watering places. I shall have occasion, in speaking of the endowed schools, to state what I have gathered concerning the wishes and prejudices of the large and small tradesmen and of the poorer professional men in different towns.

My duty having been to collect the opinions of others as much as to record the facts which fell under my own observation, I have striven in my intercourse with people of different classes to discard all preconceived notions and theories upon subjects which have repeatedly been the theme of discussion in the daily papers and in other publications, and have endeavoured as much as possible to elicit the real wishes and even the prejudices of the persons with whom I have been thrown, even when they clashed most with my own views. It is difficult to appear neutral and impartial where a strong interest on one side of a question has been awakened; but I hope I shall succeed in stating the evidence as it was given me, without suppressing what militates against, or exaggerating what supports, my own predilections. My practice in gathering evidence has not been uniform, and has been obliged to bend to the exigencies of particular cases. Where it has been possible without offending a witness I have taken out my note book and proceeded to take down the heads of the information I received. But where I have feared that the confidential relation existing between questioner and witness would be endangered, I have been obliged to defer recording what I heard till I was alone, and then the effort to recall fully all that had been said was unavailing, and my narrative was broken with many a hiatus which it would have escaped had the words been taken down at the time. But, on the whole, I feel tolerably confident that my account, even where it is mangled, is faithful as far as it goes, and I have a mass of documentary evidence which I have been able to consult more at leisure and

Difficulty of collecting evidence.

from which I have been able to supply many gaps in my notes. My duties naturally divided themselves into two main branches: 1. The collection of the opinions of others. 2. The forming of my own. The latter portion including an estimate of the kind, the extent and the intrinsic value of education given in the district, took up by far the greater portion of my time. Such an estimate could only be formed by a personal visit to a number of schools, an inspection of the buildings and appliances for teaching and housing the pupils, and an examination of the pupils themselves. Any one who has had practical experience in the examination of a first-class school knows that it is scarcely possible to give an accurate estimate of the proficiency of the boys without the careful preparation of papers suited to their reading, and a minute investigation (often extending over several days) of their performances. For a classical school of 100 boys, I do not think less than a week spent in examination would be sufficient, if the report should be intended to be anything like a faithful picture of the school. It is obvious that an investigation of this intensity would have involved a sacrifice of extent which I did not feel warranted in making. My plan has been to choose for examination such subjects as are essential ingredients in all education which deserves the name, adding, where time and the character of the school permitted, such subjects as had been added to the essentials. I chose as essential subjects grammar and arithmetic, and in every school in which I examined at all these subjects attracted my chief attention. By means of progressive papers in these subjects, each paper including elementary as well as more advanced questions, I was enabled to compare the stages of progress of different classes in the same school, and by employing the same or very nearly the same papers in different schools, I have a basis for comparing their merits in these essentials. I had hoped to be able, by marking every paper sent in and keeping in view the same standard for marking, to exhibit in a tabular form the results of my examinations. But I have been obliged to abandon the attempt. I had not command of the requisite machinery for applying the same test under the same conditions to all schools, and even if I had been able to carry out my plan, the figures would have been specious rather than convincing. In general I shall confine myself to stating my impressions without having recourse to a numerical backing. To the examination in elementary subjects of all the schools I visited, I have added the examination of a few schools in all the subjects in which I felt competent to do so. The identity of papers which is possible for elementary subjects, becomes impossible as soon as the examination extends to higher branches of knowledge. It is true that the principles ought to be the same and admit of statement. But the principles are in some branches of knowledge, the last in order of apprehension and also the last in order of teaching. It is impossible to examine in history, for example, without taking into consideration the special reading of a school. In marking history and some other papers I have assigned in

Time required for inspection of large schools.

Plan adopted.

Difficulty of establishing relative proficiency.

A few schools examined on all subjects.

all cases a value relative to a fixed maximum without taking into consideration the time spent upon the subject. In some cases I have been favoured with the papers done by the pupils of a school in an ordinary examination held in the school, and have been able to compare the results with those obtained by myself. In one or two cases such papers have been the only test, within my reach, of the proficiency of a school.

Number of schools of different kinds subject to the Inquiry.

As far as I was able to ascertain from directories and other books of reference there were in my district in April 1865, when I started on my mission, the following schools subject to the Commission.

I. Endowed grammar schools - -	12	
II. Endowed schools (not classical) -	3	
		15
III. Proprietary schools for boys - -	12	
„ „ for girls - -	7	
„ „ for boys and girls	1	
		20
IV. Private schools for boys - -	201	
„ „ for girls - -	316	
		517
Total No. of schools -		552

The schedules of inquiry for endowed and proprietary schools were issued from the office of the commission, and were in most cases sent out before June 1865.

Number of schedules issued.

In the month of May 1865 I issued schedules to 36 private schools for boys and 39 private schools for girls at Brighton. I subsequently issued schedules to 105 private schools for boys and 193 private schools for girls in different parts of Surrey and Sussex.

I afterwards ascertained that 10 of the proprietors of private schools had died, without leaving successors to their schools, and 31 had either retired or left their residences for other counties since the publication of the directories (1862), from which I took their names.

Reasons assigned for declining to fill the schedules.

I received refusals to answer the schedules of inquiry from a great number of private schools. In 21 cases the reason assigned for declining was that the schools were too "small" or too "elementary." In nine cases I received absolute refusals, without any reason being assigned. But most of the letters I received were exceedingly courteous, and I was involved in a great deal of correspondence in the attempt to remove some of the objections raised. I give one or two extracts from the letters of schoolmasters who declined to answer:

Extracts from letters.

(*a.*) "Most respectfully I must beg to decline your visit to my "schools, as proposed. I do so on the ground that the "step taken by Government is antagonistic to the "rights of private schoolmasters; and for the same "reason I cannot undertake to answer the questions "you have been good enough to forward."

(*b.*) "I quite understood that the filling up of the papers was "optional, but I see no reason to depart from my "original decision, which was not to answer any of the "questions.

"I can see clearly that if schoolmasters take this first "optional inquisition quietly, it will not be very long "before they will be tried with regular compulsory "Government inspection. I have the greatest possible "dislike to Government interference in general, and "deem it a duty, both to my own profession and the "public, to resist it in every way. There are some "questions I should be willing enough to answer, but "for this consideration. Others I should not think of "answering, and some I do not know how to answer. "Do not suppose that I am afraid of publicity. You "shall be welcome, and so shall anyone else, to call "when you like, go all over the house, breakfast, dine, "and drink tea here, go into the school-room in school "time, examine the boys yourself, or hear me teach, or "any one of my masters. But I will never consent to "anything like Government interference in any shape "or way so long as I can possibly hold out against it. I "know very well there are certain persons who would like "to see continental ideas brought in and acted upon, and "who would gladly have all the schools in England under "the State thumb. But that is not my style at all."

(*c.*) "It was with great reluctance that I found myself com- "pelled by the daily recurring pressure of my ordinary "school duties to give up attempting to answer the "schedules of inquiry. . . . I addressed myself to "the task several times, but the queries were so "numerous and minute, and required so much care "and thought to answer them with any degree of "accuracy, that I was compelled again and again to "lay them aside, from sheer want of time."

Chief complaint, the labour required for furnishing answers.

This last complaint is echoed in many of the letters, and I believe that the length and variety of the schedules have, more than any other cause, deterred the proprietors of schools from furnishing written answers; for I have found no difficulty in obtaining such information as I asked for *viva voce*, and have in some cases filled up a portion of the schedules in the course of an interview with the master or mistress of a school.

The ladies who conduct schools make the same kind of complaints.

Reasons assigned by ladies.

(*d.*) "It cannot I think be expected that any lady conducting "a private ladies' school on her own responsibility "should give information of the kind requested. I am "inclined to think it is a mistake altogether, and has no "reference to my position; for it must be evident that "the details asked for concern only myself, and those "who entrust their children to my care."

(*e.*) "If it were not a matter of principle I would not hold "back for a moment. It is the first beginning of the "Commissional Inquiry (rather, I should say, that "there should be such a Commission appointed at all), "apart from its possible results, that opposes itself to my "views and feelings."

(*f.*) "Time has impressed on our minds very strongly the "necessity of avoiding anything like publicity as con- "nected with the education of girls, &c."

Circular letters issued in October.

From time to time as I received these letters I endeavoured, either by letter or by interview, to remove the objections raised. In October 1865 I had received from private and proprietary schools together rather over 100 returns. Wishing, however, to increase this stock, if possible, I issued the following circular:

SCHOOLS INQUIRY COMMISSION.

Oct. 10, 1865.

I BEG leave to remind you of the schedules of inquiry which I had the honour to forward to you some weeks ago, and which have not yet been returned to me.

I am instructed by Her Majesty's Commissioners to make myself as fully as possible acquainted with the state of education, and the feeling of the scholastic profession, in my district, and, as I wish my report to be free from the imputation of unfairness and incompleteness, I am anxious that no school of importance shall be omitted, and that no person extensively engaged in teaching shall be without an opportunity of recording his or her wishes or experiences.

It is naturally the object of the Commissioners to ascertain facts before forming opinions, and to elicit the facts in a form which shall admit of easy digestion and be free from vagueness and confusion. It is also their wish to avoid hearsay and second-hand evidence, which is always ready to pour in upon them. This will explain why the schedules of inquiry are so elaborate and minute, and why the Commissioners have so extensively applied to the masters and mistresses of schools, who alone are fully qualified to give the requisite materials for forming an opinion on many of the most difficult points of the inquiry.

It is my duty to urge on you that the Commissioners will consider it a great favour, if you will co-operate with them in their work by furnishing them with these materials, and also to invite your opinion on any subject connected with the inquiry to which you think special attention ought to be directed.

I have already been favoured with returns from upwards of 100 private and proprietary schools in my district, and have, through the kindness and courtesy of the ladies and gentlemen who conduct them, been furnished with much additional matter, communicated either by letter or in conversation. But it is evident that the value of any conclusion which may be drawn from the returns must depend on their number and variety; I therefore venture to hope you will add your name to the number of those who are willing to give the Commission the benefit of their experience and advice.

I am authorized to state that your reply, if you desire it, will be considered by the Commissioners as strictly confidential.

No postage need be paid on any communication addressed under cover as follows:

THE SECRETARY OF STATE,
HOME OFFICE,
Schools Inquiry Commission. LONDON, S.W.

I have the honour to be,
Your obedient servant,
HENRY A. GIFFARD.
Assistant Commissioner.

The following table will show the number of answers and refusals from private schools, up to the 1st of January 1866:

TABLE C.

		Private Schools which				
		Received schedules.	Answered schedules.	Were unable to answer from decease or retirement of proprietors.	Declined to answer because "too small."	Have refused or omitted to answer for other reasons.
Boys	Sussex	104	34	12	5	53
	Surrey	37	17	3	0	17
Girls	Sussex	173	39	16	10	108
	Surrey	59	20	10	6	23
Totals -		373	110	41	21	201

The secretary has favoured me with copies of the returns of 14 endowed schools and 10 proprietary schools situated within my district, so that the total number of schedules which I have been able to consult is 134. Additional schedules of which I have seen copies,

I have also received information by letters respecting the terms, subjects taught, and number of pupils learning each subject, from 33 private boys' schools and 34 private girls' schools, from which I was unable to obtain answers to the printed schedules. and additional materials furnished independently.

In the course of my survey I visited the following places: *Brighton, Shoreham, Lancing, Hurstpierpoint, Steyning, Henfield, Worthing, Lewes, Newhaven, Horsham, Littlehampton, Arundel, Petworth, Midhurst, Farnham, Guildford, Cranley, Dorking, Leatherhead, Epsom, Ockham, Weybridge, Cheam, Blechingley, Redhill, Reigate, East Grinstead, Hastings, Rye, Battle, Eastbourne, Chichester, Windlesham and Sutton. Places visited.

I visited in all 103 schools.

Of these 15 were endowed schools, 16 were proprietary schools, the remainder private schools. Number and description of schools inspected.

24 were girls' schools; one was a mixed school for girls and boys; 78 were for boys only.

The number of children educated in these schools was altogether 5,495. The largest number educated in a single school was 331.

The least number of boys was 13, of girls, 7; both of these were private schools.

The total number educated in endowed schools was 765. A separate account of each of these schools, with the number of

* In the Appendix will be found Tables showing, approximately, with regard to the more important of these places, the distribution of children in three different classes of schools.

children educated in and other details respecting each school, has already been sent in.

The total number of children in the 16 proprietary schools which I visited was 2,053. The largest proprietary school for boys was the one above-mentioned, containing 331 pupils; the smallest, for boys, contained 82 pupils. The largest proprietary school for the other sex contained 100 girls, the smallest, 25.

Of the private schools for boys the largest which I visited contained 140, the smallest 13, pupils. Three of them numbered more than 100, five between 60 and 100, 15 between 40 and 60, 10 between 30 and 40, the remainder between 12 and 20.

Of the private schools for girls the largest contained 80 pupils, the smallest seven. Two only contained above 60 pupils; three between 40 and 50; four between 30 and 40; eight between 20 and 30; the rest under 20 pupils.

Average number of pupils in private schools.

The average number of pupils, taking large schools with small, is, in private schools for boys, 39; in private schools for girls, 24; but the average differs according to the class of schools.

The average number of pupils attending each class of school will be found in the fifth column of the next table.

Distribution of different classes of children.

Of 84 private schools for boys, respecting which I have received reliable information as to terms, number of pupils, subjects taught, &c., I find that 15 are preparatory schools for the sons of gentlemen, 23 are more advanced schools for the same class, 25 are schools for the sons of farmers, tradesmen, and small professional men, 21 being schools for the lower middle class, or the upper labouring class.

Again, of 93 private schools for girls, 24 are for the daughters of gentlemen, 33 for the daughters of farmers, tradesmen, &c., 36 for the lower middle class.

Assuming that I have received returns in equal proportions from all classes of private schools, and that the school proprietors who have died or retired since the publication of the Directories have found successors, the following statement will show pretty accurately the distribution of the private schools in my district amongst the three classes, which I call for convenience upper, middle and lower:—

TABLE D.—PRIVATE SCHOOLS.

Sex.	Total No. of Schools.	Class.	No. of Schools of each class.	Average No. of Pupils.	No. of Pupils of each class.	
Boys -	201	Upper -	55	33	1,815	
		Do. preparatory.	36	28	1,008	
		Middle -	60	44	2,640	
		Lower -	50	34	1,700	
						7,163
Girls -	316	Upper -	82	19	1,558	
		Middle -	112	31	3,472	
		Lower -	122	20	2,440	
						7,470

The proportions in which the three classes are distributed in the endowed schools and proprietary schools respectively will be seen from the next tables:

TABLE E.—ENDOWED SCHOOLS.*

Name of School.	Upper.	Middle.	Lower (including labourers).
Lewes	18	5	—
Steyning	—	47	—
Horsham	—	—	80
Farnham	—	50	—
Guildford Grammar School	100	10	—
Abbott's	—	—	79
Blechingley	—	34	39
Reigate	—	16	20
East Grinstead	—	—	40
Parker's (Hastings)	—	—	70
Saunders' (Hastings)	—	—	69
Rye	—	—	70
Midhurst	—	—	—
Chichester	18	—	—
Totals	136	162	467

I have not received information from all the proprietary schools, but, as far as I can ascertain the numbers, they are very nearly as follows:

TABLE F.—PROPRIETARY SCHOOLS.

	Upper.	Middle.	Lower.
Boys	540	600	750
Girls	—	260	100

A comparison of these results will show the proportions in which the three kinds of schools—endowed, proprietary and private—are employed in educating the different sections of the population:

TABLE G.

Sex.	Class.	No. in Endowed Schools.	No. in Proprietary Schools.	No. in Private Schools.
Boys	Upper	136	540	2,823
	Middle	162	600	2,640
	Lower	467	750	1,700
Totals	—	765	1,890	7,163
Girls	Upper	—	—	1,558
	Middle	—	260	3,472
	Lower	—	100	2,440
Totals	—	—	360	7,470

* Cuckfield Grammar School is omitted from this list. The endowment has by a recent scheme settled in chancery been transferred to the public National School.

I propose to consider the three main divisions of endowed, proprietary, and private schools, under separate headings.

ENDOWED SCHOOLS.

Separate account of each endowed school has been sent.

In accordance with my instructions I have sent in separate notices of the endowed schools in my district which were subject to this inquiry. These notices are necessarily very condensed. I wish to add a few words by way of summary. The annexed table will give a synoptical view of the schools.

Amount of school endowments.

Omitting Cuckfield, the combined endowments yield an average yearly income of 3,014*l.* 2*s.* 4*d.*, supporting 15 foundation masters, and affording instruction to 765 boys. The endowments are very small, 4 being under 50*l.* a year, 2 between that sum and 100*l.* a year, 2 just exceeding 100*l.*, 4 just exceeding 200*l.* The estimate of the endowment of the Chichester Prebendal school is based on a statement made by Mr. J. W. Pycroft* to the Charity Commissioners, in April 1859; but I have no means of verifying it. 600*l.* is an estimate of the gross annual sum which the Mercer's Company hold in trust for the school at Horsham; they have not made any return, and I am unable to state the exact amount.

Chichester.

Horsham.

Grammar schools; what proportion retain their character.

Of the 15 schools, 12 were founded for the teaching of grammar; of the remaining three, one (Reigate school) has become a grammar school; the other two (Parker's, at Hastings, and Abbott's, at Guildford), though not grammar schools, were, either by implication or by express declaration, intended for the middle class. "Grammar" is still taught at Guildford, Lewes, Steyning, Farnham, Reigate and Chichester. It has been totally abandoned at Horsham, Blechingley, East Grinstead, Saunders' school (Hastings), Rye, and Cuckfield, which have sunk to the level, and some of them below the level, of national schools. Midhurst has been closed for the last eight years.

Guildford the only good classical school.

Guildford is the only school at which the classical teaching is kept up at a level which would enable a boy to pass into the Universities. The teaching at Chichester is good, but the boys are all very young. At all the others the proficiency of the boys

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* From a letter which was addressed to me by the Rev. T. Browne, Prebendary of Highleigh and Master of the Prebendal School, some time after the passage in the text was written, and which will be found set out at length in the note to my special report on the prebendal school, I gather that the statement of Mr. Pycroft, which was to the effect that the prebend of Highleigh was worth 1,000*l.* a year, requires to be modified. Mr. Browne's letter, so far as it relates to the amount of the endowment is as follows:—"By the statutes of Bishop E. Storey the prebendary of Highleigh is officially connected with the prebendal school . . . His prebend is of considerable value; but unfortunately the greater part of it is the property of lessees. There is a small amount (15*l.*) of reserved rents secured to the prebendary and an annual payment of 60*l.* from the Ecclesiastical Commissioners in lieu of property sold to them in 1864. For any other emolument he has to wait for the great uncertainty of renewals of leases for lives. It has happened to me that no such renewal has taken place in the space of 10 years." No statement has been furnished of the amount of the fines received by the prebendary on the renewal of his leases; and I have no data for estimating their annual equivalent, or for correcting Mr. Pycroft's estimate. If we omit Cuckfield and Chichester, the total amount of the endowments will be 2,014*l.* 2*s.* 4*d.*, the number of foundation masters 14, and the number of boys educated 747.—H.A.G., May 1867.

Table H.

Name and Population.‡	No. of Boys.	Foundationers.	Non-Foundationers.		Fees.			Endowment.	No. of Foundation Masters.	Total No. of Masters.	Character of instruction originally prescribed.	No. of Boys learning						
			Day.	Board.	Foundationers.	Non-Foundationers. Day.	Non-Foundationers. Board.					Greek.	Latin.	French.	Mathematics.	Natural Science.	Music.	Drawing.
Lewes—Population 9,400.	23	5	8	10	Free. (Pay for books).	15 guineas	?	99*l.* 12*s.* 6*d.*	1	2 resident, 1 visiting.	"Grammar," writing, and casting accounts.	No return.	all	No return.				
Steyning—Population 1,620.	47	0	29	18	Free -	4 guineas	30*l.* to 45*l.*	105*l.* -	1	2 resident	Latin and Greek, principles of religion, and writing.	3	44	15†	0	0	4†	4†
Chichester—Population 8,884.	18	0	18	0	Free -	10*l.* -	—*	Estimated at 1,000*l.*	1	2 resident	Grammar and other literature	No return.						
Farnham—Population 9,278.	50	0	35	15	Free -	6 guineas	30 guineas	22*l.* - -	1	2 resident	Latin Grammar - -	0	21	23	8	34	0	14†
Guildford—Population 5,846.	110	10	19	81	Free -	?	65 guineas	79*l.* 3*s.* 3*d.*	1	7 resident, 7 visiting.	Latin and Greek, principles of religion and writing.	103	110	No return			9†	22†
Reigate—Population 9,975.	36	20	8	8	1*l.* 0*s.* 0*d.* -	8*l.* - -	40*l.* to 50*l.*	250*l.* - -	1	1	None prescribed, except "catechism."	20	36	10†	15	6	3	8†
East Grinstead—Population 4,266.	40	25	15	0	Free -	3*d.* to 6*d.* a week.	—	41*l.* 13*s.* 10*d.*	1	1	"A free grammar school" -	0	0	0	0	0	0	0
Horsham—Population 6,747.	80	80	0	0	Free -	—	—	About 600*l.*	2	2	None prescribed, "a free school."	0	0	0	0	0	0	0
Rye—Population 4,288.	70	70	0	0	Free -	—	—	120*l.* - -	1	1	"Grammar, and good Greek and Latin authors."	0	0	0	0	0	0	0
Saunders' School, Hastings—Population 23,443.	69	69	0	0	Free -	—	—	202*l.* 17*s.* 8*d.*	1	1	"English, writing, and casting accounts, and the Latin tongue.	0	0	0	0	0	0	30
Parker's School, Hastings—Population 23,443.	70	70	0	0	Free -	—	—	228*l.* 12*s.* 8*d.*	1	1	"Learning, manners, and other virtuous education."	0	0	0	0	0	0	0
Abbott's School, Guildford—Population 5,846.	79	30	49	0	Free -	2*s.* to 20*s.* per quarter.	—	200*l.* 4*s.* 7*d.*	2	2	General English subjects, Arithmetic, book-keeping, and drawing.	0	4	0	0	0	0	80
Bletchingley—Population 1,691.	73	24	20	29	Free -	4*d.* to. 6*d.* a week.	17*l.* to 20*l.*	24*l.* 17*s.* 10*d.*	1	3 resident	English and Latin tongues, and to write and cast accounts.	0	0	0	0	0	0	0
Midhurst—Population 1,340.	Closed.							40*l.* - -			Latin, Greek, and arithmetic -							
Cuckfield—Population 3,539.	Combined with National School.							28*l.* 8*s.* 0*d.*										

* See note to preceding page.

† This denotes that the subject is an extra.

‡ The figures representing the population are taken from the census abstracts for 1861 (pp. 125-130) and show the numbers in the several parishes and places as assessed for the relief of the poor.

is far below the standard required for the Universities. Farnham, however, does, and the others might, furnish candidates for the University local examinations.

Causes of its success.

The causes of the maintenance of the standard at Guildford are the high character of the private school which is attached to the grammar school, and the impartiality of the authorities, who scrupulously fill up the vacancies and treat the boys on the foundation with great attention. How precarious a footing this is, and how little may suffice to ruin a school, which is thus propped up by a private school, may be seen from the case of Midhurst—which was the most flourishing grammar school in the county of Sussex, but is now closed—and the case of Lewes, formerly but little inferior to Midhurst, but now unpopular and inoperative in the midst of a flourishing population.

Chichester, Steyning, and Farnham; causes of their comparative success.

The teaching at Steyning, Chichester and Farnham has been kept up at its present level by the introduction of a moderate money payment for all the boys. It is already beginning to languish at Reigate because the payment is too low.

Religious instruction.

All the endowed schools are connected with the Established Church. The head-masters are all required to be members, and at Chichester, Lewes and Guildford they must necessarily be clergymen, of the Church of England. Religious instruction is required in all the schools, and is given in all, except Parker's school at Hastings. The foundation boys of Steyning, Blechingley, and Horsham are all required by the statutes to attend the services of the church on Sundays; and the boys at Horsham are required to be catechised publicly by the vicar. These directions are complied with.

At Reigate a part of one morning, at Saunder's school a part of an afternoon, in the week is devoted to the Church Catechism. At Steyning the boys attend at the school on Sundays before service for instruction in the Catechism. At Farnham a portion of an afternoon is given to the Liturgy, and a Scripture lesson is given every day. The Chichester Prebendal school being a part of the Cathedral establishment, the scholars are all instructed in the doctrines of the Church. I am unable to state what specific doctrinal teaching is given in the endowed schools which I have not named, but all the schools except Horsham and Parker's schools open daily with prayers from the Liturgy. At the former, "written prayers" are used; at the latter there are no prayers, the "religious instruction being attended to at the Sunday schools." In 1857 a complaint was made to the Mercers' Company that the boys at Horsham were not properly instructed in the principles of religion, whereupon the master was directed by the Company to "continue to instruct the scholars as heretofore in the doctrines and "principles of the Church of England as set forth in the Thirty-"nine Articles." No complaint seems to have been made to the trustees of Parker's school of the breach of the rule which requires an afternoon in the week to be given to instruction in the Catechism, and they have not thought it necessary to enforce the rule.

See Master's return.

Dissenters.

The children of Dissenters are to be found in all the humbler endowed schools. The masters have mentioned to me one or two

instances of parents objecting to the teaching of the Catechism. I have seen one such complaint on record in a school book; and at Lewes the religious difficulty was alleged, amongst other reasons, as one of the causes of the unpopularity of the Grammar School. The difficulty is obviated at Reigate, and at a proprietary day-school at Brighton, by exempting from instruction in the Catechism those pupils who bring a written statement from their parents that they object to such teaching.

Lewes.

Reigate.

In the county of Sussex the whole number of boys receiving a gratuitous education in the classics is 5—viz., the free boys at Lewes. In the county of Surrey, outside the metropolis, the number is 10—viz., the free boys at Guildford. The total number of boys learning Latin in endowed schools is 233; of these 20 (at Reigate) are instructed for 1*l.*, 44 (at Steyning) for 4*l.* 4*s.*, 21 (at Farnham) for 6*l.* 6*s.*, and 18 (at Chichester) for 10*l.* per annum. Deducting these and the free boys above mentioned, we find that 115 out of the 233 are private pupils of the masters, receiving instruction on their own terms.

Number of pupils learning Latin in endowed schools.

The returns are so imperfect that I am unable to state the number of pupils learning Greek, French, mathematics, natural science, music or drawing, beyond what is set forth in the table.

Incompleteness of returns.

It is to be remarked that where grammar continues to be taught in the grammar schools, it is usually better taught than in private schools frequented by the same class of boys. On the other hand, those which have degenerated into commercial schools are inferior to the private commercial schools.

Grammar better taught in endowed schools than elsewhere.

The endowed schools as a rule are very slow to admit improvement, or change of any kind. They have no examination, no visitation from without. It is not the custom for the trustees to meddle with the school. If it is a good school, the master is too proud to be interfered with, even if the trustees are active enough to interfere. If it is a poor school, the master is often anxious to have visits from the trustees and from strangers, (*e.g.* at Rye and Hastings,) but there are no funds to provide proper examiners, and unless a benevolent trustee now and then bestirs himself to look in upon the school, the master is without supervision or inspection from year's end to year's end. In only two of the endowed grammar schools and one non-classical school (Abbott's) in my district is examination by independent examiners practised. The two grammar schools are Guildford and Reigate. Almost all the masters of endowed schools, however, think such an examination desirable.

Grammar schools slow to admit improvements.

I do not find that in the grammar schools where the classics have been abandoned any fair substitute for them has been provided. Modern languages, mathematics, the natural sciences, music and drawing, are nearly unknown to them; where French and music are taught, extra charges are made for them. An extra charge is also made for drawing in four schools where the subject is taught. It will be seen from the table that 30 boys at Saunders' school, at Hastings, and 80 boys at Abbott's school, at Guildford, are taught drawing free of charge. But in neither of these

schools is anything more than a little freehand drawing attempted. For the most part a descent has been made from the highest to meanest kind of teaching. At Bletchingley and East Grinstead, for example, the free boys are of the humblest class, and are lucky if they learn to read and write. At the Hastings schools, at Horsham and at Rye, an attempt has been made to do a little more, and a smattering of history and geography is added to reading, writing, and arithmetic; but even these schools would be distanced in a competition with the best public national schools.

Change for the worse when they do change.

Relation of grammar school to national school.

The relation between the grammar school and the national schools in different parishes is of some interest. At Bletchingley the grammar school is the parish school; at East Grinstead it receives all who are too poor or too proud to go to the national school; at Horsham it drains the national school of the best of its little boys, but does not attempt to cultivate them on a higher model. At East Grinstead and at Midhurst there has been a struggle between different parties to have the endowment transferred to the national school: at Cuckfield the grammar school endowment has actually been transferred to the National School. Whilst there is a chance of reviving a better standard of learning in the grammar school it is a subject of regret that such a transfer should take place But when once a school has sunk irretrievably to the lower level, it is certainly an advantage to them to have the benefit of annual visitation and inspection, and that kind of interest which the clergyman or wealthy inhabitant of a parish readily takes in a charity school for the poor, but withholds from the more pretentious, but often more needy, "grammar school."

Influence of amount of endowment.

The endowments of the majority of these schools are, as I have stated, very small. But the amount of the endowment has very little to do with the character of the school. Horsham school, with its 600*l.* a year, is not doing more work than Rye with its 90*l.*, and they are equally free schools. Guildford has but 60*l.* a year, for which it gives a good classical education to 10 boys: Farnham with 20*l.* a year, and a small capitation fee of 6*l.* 6*s.* per boy, and Steyning with 100*l.* a year and a capitation of 4*l.* 4*s.* per boy, give a good commercial education, including a moderate amount of Latin, to 50 boys, and 47 boys, respectively. In fact, if I except two schools in my district, which for special causes are absolutely useless, the character of the endowed schools rises in inverse proportion to their income.

Proportion of permanent staff to number of boys.

At the Guildford Grammar School the permanent staff, educating 110 boys, consists of seven masters, of whom five are graduates of Oxford or Cambridge. The five other schools in which the classics are taught have an aggregate of nine resident teachers for 174 boys. In the non-classical schools, taken together, 11 masters educate 481 boys.

Qualification of masters.

In the six schools, where the classics are taught, are employed altogether nine graduates of Oxford or Cambridge, one certificated schoolmaster, and six who have no certificate or degree.

In the other schools I find one graduate of Aberdeen, one certificated schoolmaster, and nine who have no diploma of any kind.

The class of masters does not necessarily depend on the amount of salary afforded by the endowment. The offer of a good house for the purpose of receiving boarders is a much more attractive bait. In many places the building of a good house for boarders (*e.g.* Lewes, where it has been tried, and Midhurst, where it is wished to be tried) is looked upon as the sovereign remedy for a declining school. In others (*e.g.* Horsham), where the interests of the foundationers are the especial objects of regard, the master is strictly prohibited from taking boarders. My district contains only one or two instances of that abuse, which is common in other parts of the country—viz., the colonization of the grammar school by a flourishing draft of private boarders who eliminate the town boys as whites kill off savages. Trustees ought, when they allow a master to take boarders, to limit the amount of fees which he receives for them, and also of the amount paid by day-boys not on the foundation. This is the only safeguard against the ever impending danger of the presence of two antagonistic classes in the school. But they usually take no such precaution. At Lewes, for example, the master is left entirely to his own judgment as to the fees he will take from boarders and day-boys. I do not know what sum is paid by the boarders, but it is a large sum; and the day-boys pay 15 guineas a year. These classes cannot exist side by side with free-boys, who are chance nominees of the trustees and subjected to no kind of test before election. The result might easily have been foreseen. The vacancies cease to be filled up. The number of foundationers has been limited by the trustees to 12, but they cannot or do not fill up more than five places.

Masters attracted by prospect of taking boarders.

License to take boarders ought to be limited.

Effect of unlimited licence at Lewes.

With this school I must contrast Guildford, where the same plan was adopted by the trustees. Ten foundationers exist there side by side with a most flourishing private school. But a preliminary examination in Latin and Greek accidence is required for admission to the foundation, and the free-boys stand high in the school and carry off in proportion to their number a large portion of the prizes. To this preliminary examination is to be attributed in a great measure the comparative success of a system which so often fails elsewhere. If the vacancies in the foundation were open for competition, there would perhaps be no necessity for limiting the fees for non-foundationers. But so long as free education is given to those who have no qualification for it except poverty, some limitation is necessary for the protection of the poor recipients of the charity. The objection usually urged against competition for places on the foundation is that the previous training is expensive, and that a competition for a place really means giving it to the comparatively rich who can afford the previous training. It must be remembered, however, that the previous training required for a boy who is to compete at a very early age for the foundation of an ordinary grammar school cannot be of an expensive kind. A high type of education is only desirable for those who are capable of enjoying it, and it is cruel to subject to such a training a lot of boys chosen at hap-hazard from the poor. It does not seem any very great hardship to expect of a parent the slight effort necessary to prepare his son for a competition, which may result in a

How counteracted at Guildford.

Preliminary examination.

gratuitous instruction of a high type, lasting over several years and leading to higher things.

Insufficient buildings of endowed schools.

The buildings of the endowed schools, where any exist, are, with scarcely an exception, inconvenient and cramped. East Grinstead has no building, but depends for a schoolroom on the charity of Earl de la Warre. The buildings at Steyning, Farnham, and Guildford are especially defective. The master's house at Midhurst has been for a long time uninhabited and allowed to go to decay; that at Reigate threatens to tumble down upon its inhabitants. The building in which Parker's school at Hastings is held belongs to the master, who might turn the school out of doors to-morrow, whilst Saunders' school is held in a kind of barn in the dingiest of the back-alleys of the town. Lewes, Horsham, and Bletchingley, are better provided than the others; but in no case do the buildings (with the exception, perhaps, of the schoolrooms at Lewes, Midhurst, and Horsham) come up to the requirements of modern times, in point of room and comfort.

Possibility of restoration or enlargement on present sites.

Guildford, Steyning, Midhurst, and Reigate schools possess property on which (if the requisite funds were forthcoming) they might be restored on a much larger scale. The schools at Farnham, Rye, and Chichester could scarcely admit of enlargement on their present sites, and have no property conveniently situated for new sites. In the cases of Abbott's school at Guildford, and the Hastings endowed schools, I was unable to form an opinion of the adaptability of ground, actually a part of the school property, for building sites. But each of the schools at Hastings possesses land within two miles of its present situation.

Playgrounds.

It is thought by many not to be essential to a day-school to have a playground. The founders of most of the grammar schools seem to have thought differently. At Lewes and Guildford the free boys are excluded from the playgrounds, which are of decent dimensions. At Steyning, Bletchingly, Horsham, Farnham, and Reigate the playgrounds are used by all boys alike. The other schools have no playgrounds.

Constitution of governing bodies.

No body of school trustees is perfect. Some of these bodies have very glaring defects. As a rule their sins are of omission rather than commission. Few of them are too meddlesome. The difficulty seems to be to get trustees who care about the trust at all; and in the few instances where they do show an interest, they care more for the comfort of the master than the welfare of the boys. They are considerate to an old servant or a fellow-townsman: but take little thought for the mental culture of their rising townsmen.

The governing bodies are of many kinds. If they are classified as local and non-local, by far the greater number of the schools in my district fall into the former class. And it makes a great difference to a school where its governors reside, and from what class they are chosen.

Horsham.

Horsham has a double government; but the real power is in the Mercers' Company, who hold the purse. The local governors do not always agree with the Company in their policy; and when they differ, the latter can put a

veto on the proposals of the former. In 1858, for example, the vicar wrote to the Mercers suggesting the periodical appointment of competent examiners. The Company replied that they saw "no reason for making any change in the existing arrangements." Their aid has also been invoked for the purpose of raising the character of the school, and attracting a better class of boys to it. But they are opposed to the introduction of capitation fees. The views of the local governors on this head may be gathered from the document which is quoted at p. 126 of this report.

Chichester.

At Chichester the dean and chapter, who are governors of the Prebendal school, have full local knowledge; they know the wants of the places and the capacity of the school to supply those wants. But by the course of legislation which they have adopted with respect to the school, they have abandoned the little power left them by the statutes. If they had the power of the purse they would doubtless be competent administrators; at all events they possess the most indispensable qualities for trustees —intelligence and independence.

Government by county magnates.

At Lewes and Steyning there are governors who are intelligent and independent, and also live in the neighbourhood; but they are of too high a social rank to be directly interested in the welfare of the schools. County magnates alone do not as a rule make good trustees of middle-class schools.

East Grinstead and Midhurst are instances of the evils which ensue from a constitution where the governors are too far removed both in rank and in residence from the school which they are called upon to govern.

Government by townspeople.

On the other hand, where the trustees are composed of people of a less independent position, there is the formidable danger of corruption, and local or political favouritism.

Instances of bad choice of masters.

In one of the endowed schools is a master who was at the time of his election, and is still, very deaf. He had previously conducted a private school in the town and had made himself useful to his fellow-townsmen as vestry clerk. It was feared that if a competent man were put into the school poor ——'s school would be ruined, so the trustees determined to give the vacant mastership to —— himself. One of them protested, partly on the ground of the deafness of the candidate, partly in the hope of raising the school by the appointment of a better man, and carried his protest before a gentleman who might have interfered to redress the grievance. Unfortunately this gentleman was deaf also, and very sympathetic towards deaf people; and the protesting trustee was told that deaf schoolmasters were generally considered the best, and unless he had complaint on the score of immorality or neglect, it would not be well to interfere.

At another endowed school a man was elected because he had been unsuccessful in business. He had been a linendraper and had failed. He has, however, since retired and been succeeded by a competent master.

Government by trustees of several charities, municipal trustees.

The character of a master has so much to do with the efficiency of a school that it is difficult to isolate him and see what effect the trustees have. Of the different kinds of trustees, however, which

have come under my notice, by far the most active in the management of the property and their attention to business, are those who are trustees of several charities at once. Besides other advantages the increased funds are of sufficient importance to justify the employment of a regular clerk and receiver; the administration of them requires some kind of regularity in the meetings, some record of the proceedings, and an audit of the accounts. It is usual in these cases for one or two of the trustees to be deputed to superintend the school, and they are required to report annually, or oftener, on its progress. This duty is not always performed; but on the whole the school thus made a part of a bundle of charities gets more attention from trustees than one which has a set of trustees of its own. There is usually so little to do in the latter case, that the trustees find it irksome to meet. In the former case they are obliged to meet for other purposes, and, having met, have no objection to discuss the matters of the school.

The persons best qualified, in my opinion, in the absence of zealous and independent governors, to be trustees of a grammar school, are the most intelligent of the highest class of people who are likely to send their children to the school. If such could be secured, two of the great dangers would be averted, viz., government by people who did not know the wants of the place, and government by those who did not care for them.

Limitation of sex.

It may be noticed generally of the foundations of the 15th and 16th centuries no express limitation is made as to the sex of the scholars. The word used in speaking of the pupils is almost invariably "scholars." It is as invariably assumed by trustees that a school was intended only for boys; but, in fact, of the 15 schools referred to, only Chichester, Bletchingley, Saunders' at Hastings, and Midhurst are expressed to be for boys exclusively. The first was intended for the education of priests, and the last dates from the end of the 17th century. Saunders' school is of a still later date.

Of number.

It is also frequently assumed by trustees that the foundation was open to a limited number. At Horsham, Bletchingley, and Midhurst the number to be instructed is fixed by the original statutes; at Steyning, Guildford, Rye, and Saunders' (Hastings) a maximum number is fixed which the school is not to exceed (*a*) "lest the master be oppressed with number." At other places, *e.g.* at Lewes, no limitation of any kind is introduced, the words being "a free school" or "a free grammar school."

(*a*) Steyning statutes.

Of places of birth.

A limitation of place of birth or residence, too, is usually assumed. But this is by no means invariably to be gathered from the instrument of foundation. Such a limitation is fixed by the statutes of East Grinstead, Horsham, Steyning, Saunders' and Parker's at Hastings, Bletchingley and Reigate, but not, so far as I can gather, by the statutes of any of the other schools.

Trustees introduce new limitations.

Successive generations of trustees have almost in all cases introduced fresh limitations, but not always of the same kind. At Guildford, Chichester, Lewes, the number has been cut down to correspond in a manner with the income. It is considered sufficient by the trustees if the master in return for his house and income educate, gratuitously, at Guildford 10 boys; at Chichester

10 boys; at Lewes 12 boys. It has been stated that these burdens, with the exception of those at Guildford, are merely nominal At Lewes and Chichester the place of birth has also been the subject of a limitation, and this is the direction in which limitations are most frequently introduced, it being assumed that because a school is founded at a place, it is therefore founded exclusively for the benefit of the inhabitants. The Charity Commissioners in their 30th report, seem to have fallen into this error with respect to Lewes Grammar School, and speak there as if the inhabitants of Southover had a prior if not an exclusive right to the school. No such right is given them by the instruments of foundation, which only speak of "a free school in Southover."

It is only in schools whose endowment is small that a limitation of the number of free scholars has been introduced, and the trustees who introduced the limitation in each case must be allowed credit for wishing to keep up the character of the school. Whether this was the most effectual way of doing so is another question; but their policy must be contrasted with the opposite one of extending the number of free scholars so soon as the income seemed to have increased beyond the supposed wants of the existing number. At Horsham, for example, although the instruction prescribed by the founder was of a higher character than the current instruction, an increase of income has not suggested the restoration of the original standard, the increase of the staff of masters, or the introduction of regular examinations, but merely an extension of the area over which the existing pittance of instruction is to be spread.

Absence of demand for classical education.

The usefulness of grammar schools of a certain type is chiefly dependent on local causes, and the alleged causes of decline are of course different in different places. At many places, *e.g.*, at Bletchingley and Midhurst, it is alleged, and with truth, that the demand for any but elementary teaching has died out. The population of Bletchingley is 1,691 and of Midhurst 1,340, and the two districts being purely agricultural, a demand for classical education is not likely to be revived. It may be remarked, however, that Steyning, with a population of 1,620 belonging to the same class, keeps up its classical character.

Relation of character of school to population.

How little the character of a school depends upon the population may be seen by comparing the two schools at Hastings, where the population was 23,443 in 1861, and has since rapidly increased, with the grammar school at Guildford, where the population in the same year was 5,846, or with that at Farnham, whose population was 9,278. I do not know what is the limit of population which must be reached by a place before a school above the national school type becomes necessary; but there is no doubt that in towns like Lewes, Reigate, and Chichester, whose populations are over or near 9,000, and even at Horsham, where the population was 6,747 in 1861, but is now estimated at 8,000, there is a demand for sound middle-class education far beyond the capacity of the endowed schools.

Present demand at Horsham.

I cannot illustrate the demand better than by appending a memorial which was sent me by the vicar of Horsham shortly after my visit to the town.

Horsham Grammar Schools.

To H. A. Giffard, Esq.,
Assistant Commissioner for Sussex,
Schools Inquiry Commission.

We, the undersigned governors and past governors of the school, present at an interview with you at the Vicarage, Horsham, on the 7th day of September, 1865, beg leave to submit to you in writing conclusions arrived at, after full discussion and mature reflection, upon the present state of the school, having regard as well to the principles and intentions which governed its foundation as to the application of them to the requirements of the present day.

We are of opinion (1), whilst bearing ready testimony to the satisfactory progress of the boys under the conditions now existing, yet that the benefits resulting to the town from this valuable institution are far from commensurate with the annual income, and the accumulations of income at the command of the trustees; (2) that the school is capable of being and ought to be made more extensively useful and beneficial, which object would best be obtained by making the foundation of the charity the nucleus of an enlarged school, to embrace those numerous children, both of the poorer and middle classes, who would thus be enabled to obtain at their own doors the advantages of a good commercial education, which at present they do not possess. (3). That object may readily be carried into effect by associating with the foundation scholars, for whom provision has been made by the founder, other boys (as many as could be accommodated) who should pay (and who we presume would be glad to pay) a moderate sum quarterly to the common fund of the school, thereby securing educational advantages to the institution, which the funds of the endowment alone could never hope to command. (4). That the standard of education should be raised beyond that now existing in the school to satisfy the exigencies of the present day. (5). That to that end it would be necessary to increase the number of the masters and augment their salaries, so as to secure the requisite efficiency. (6). That the continuance of the boys at the school should not be restricted to the age of 14.

We beg to remain, &c.,

(Signed) John F. Hodgson, Vicar of Horsham,
Thomas Bourner, Churchwarden,
Wm. Weller, Schoolwarden,
} Governors of the school.

W. Stedman,
John T. Rawlison,
John Thorpe,
Charles Lloyd,
} Past governors of the school.

We, the undersigned governors and past governors of the school, although not present at the meeting aforesaid, yet, having read and considered the foregoing conclusions, beg to record our full concurrence therein.

(Signed) William Lintott, } Churchwardens
James King, }
Thos. Sharpe, } Schoolwardens,
John Plumer, }
} Governors of the school.

William Uwins,
Charles Gilburd,
Wm. Lintott, junr.,
Julius Russell,
Henry Figg,
Alt. Aldridge,
T. M. Moon,
Robt. Sheppard,
W. L. Thomas, junr.,
W. Potter,
J. S. Bostock,
W. W. Laxley,
Thos. Sanctuary,
Wm. Aldridge,
Charles Field,
Alfred Allen,
John Rawlison,
Daniel Richardson,
Alfred Agate,
H. P. Thorpe,
George Sharp,
H. Allbery.
} Past governors of the school.

Horsham, 13th Sept 1865.

I may add that precisely the same kind of representations, though not embodied in writing, were made to me by several gentlemen at Hastings with whom I conversed on the subject of the endowed schools there.

Servile adherence to supposed intentions of founder a cause of decline.

The main influencing cause of the decline of Endowed Schools has been the adherence to the supposed intentions of the founder. In a few foundation deeds the words "poor children" or "children of poor men" have been introduced, and in the minds of many excellent people these words are a fatal stumbling block. If the benefits of a foundation were intended for the poor, then none who are not poor in the strictest sense are supposed to be entitled to them. So strong has this feeling become that a tradesman or a farmer of moderate income is supposed to have done a mean thing if he has allowed his boy to be put upon the foundation. It is "robbing the poor of their rights." The first step is to exclude all but the labouring classes; the next to exclude all instruction which is not fit for them. It is vain to argue with people thus benevolently biassed in one direction that the education of the poor did not necessarily imply giving them a poor education, and that the substitution of a poor for a good education is just as great a transgression of the intention of a founder as the introduction of a new class of boys would be.

Effect of the word "poor."

How far the "poor" are contemplated as peculiar objects of endowments.

But as far as the intentions of the founders can be gathered from the instruments of foundation it does not appear that the majority, far less that all, of these schools were intended primarily for the poor. I have examined the statutes of all the schools, and find that only in four cases is there any mention of the poor. The schools at Guildford, Cuckfield, Lewes, East Grinstead, and Rye are all designated by their founders "free grammar schools," no special class of scholars being mentioned. Nor is any class specified in the case of Midhurst, Steyning, Farnham, or Chichester. The word "poor" occurs in the instruments of endowment of Horsham, Reigate, Blechingley, and Saunders' school at Hastings.

Reigate school was not originally anything more than a parochial school, and it may be conceded that it was primarily intended for the poor.

The statutes of Blechingley direct that the master shall "teach freely in the English and Latin tongues, &c., 20 male children of the *poorest* inhabitants of Blechingley born within the said parish, ... and five of the next degree to the poorest, taking for his pains 13*s.* 4*d.* yearly and no more." But they allow the master to take additional scholars on his own terms, merely providing that, if the whole number exceed 40, he shall have an usher at his own expense.

I. Saunders (1708) directed that the master of his school should be "well qualified to teach Latin . . . ," and should "teach "all the poor boys of the town of Hastings, not exceeding the "number of 70, in English, writing, and casting accounts, and "the Latin tongue."

R. Collyer, by his will (1532), directed that in his school at Horsham there should be "three score scholars . . . to be

" at no charge for their school hire;" and he directed "the poor " in especial of the said parish to be preferred to the school before " any other, for consideration gentlemen and other men be in " better ability than poor men be . . . *That notwithstanding,* " *of the same parish of Horsham only, none be refused likely to* " *learn.*"

Now, whatever claim the poor may have on those schools, it cannot be a claim to monopolize the education given and to exact that nothing shall be taught but what is fitted for their station in life. The idea of instruction "suited to a station in life" does not seem to have occurred to any of the founders, and two at least of those who give a preference to the poor contemplate the presence of other classes in their schools. The education was to be the best that could be given; only, the poor, who could not afford it for themselves, were allowed by the founder's liberality to share in it. The main object of founders seems to have been either "*Scientiæ grammaticalis augmentum et contra mala prænotata*" (i.e. the ignorance of priests) "*remedium*" (Bp. Storey's Statutes for the School at Chichester), or, as in the statutes of Steyning, "the advancement of learning and the instruction of youth;" or, as W. Parker, in founding his school at Hastings, put it, "The " instruction of youth in learning manners and other virtuous " education." To this, but only subordinately (as far as I can gather from the statutes), some of them added a preference for children born in a given place, or in a given rank of life. How little anything like class education was present to the mind of some of the founders may be seen from Gilbert Hannan's direction with regard to the Midhurst free-boys, that "such children whose " parents declare their design to be to continue them at school " till they understand the Greek and Latin tongues and be fit " for the University, be first chosen."

What is implied by a direction to teach grammar.

In my conversations with people who have taken an interest in the subject, I have often been told it was impossible to argue from the direction to teach "grammar" that a high kind of education was intended, for "grammar" was the only means of education known in the day of the founder. To this it may be replied, (1) that, if it be true of the earlier schools, it is not true of the foundations of the latter half of the seventeenth and of the eighteenth centuries; and of the endowed grammar schools in Surrey and Sussex, four belong to this later period, viz. Farnham, Midhurst, East Grinstead, and Saunders' at Hastings; (2) that in some of the earlier foundations other subjects besides grammar are recognized. Thus at Chichester (statutes of 1497) the dean and chapter are directed to choose for master of the Prebendal school "*Unum presbyterum grammaticâ et aliâ literaturâ bene et sufficienter instructum*" . . . and he is directed to teach and to chastise (gratis) "*grammaticos et alios quoscunque causâ eruditionis ad dictam . . . venientes scholam.*" The statutes both of the school at Guildford (1608) and of that at Steyning direct that on Saturdays "The more learned scholars shall conn by heart some " catechisms in Latin, and the meaner sort shall learn by heart " some catechism in English . . . and learn and practise

Distinction between earlier and later foundations. Some of the earlier recognize other.

"writing for the mending of their hands." The statutes of Bletchingley above quoted include in the teaching "the English "and Latin tongues, and to write and cast accounts *according to* "*the rules of arithmetic.*" This statute is of uncertain date, but the school was founded in 1566.

The poor favoured by public opinion,

Whatever may have been the intentions of the founders, however, public feeling has taken a strong bent towards the appropriation of grammar school endowments to the education of the poor and of bringing down the instruction to the pauper level. And the Court of Chancery has sanctioned this course. I do not know whether the Court has entertained the same dread of education that was felt by the learned judge whose decision concerning a disputed rentcharge is on record in one of the old school books at Guildford. It is there stated that "The Lord Chancellor detayned "the said rent, saying he would restore it to the chauntry priests; "requiring the mayor and his brethren to surrender their letters "patents, saying that the schoole was but a meane to breed crafty "heads to deceive the country." But the chancery schemes settled in the beginning of this century for the government of the schools at Horsham, Rye, Bletchingly, and Hastings, reduce these schools to the National school level. One common feature of these schemes is the limitation of the age beyond which a boy is not allowed to remain at the school. At Horsham and other schools this limit is fixed at 14. A similar limitation has also been introduced by the Court in the recent schemes for the Reigate grammar school and Abbott's school at Guildford. I have remarked in the working of some other clauses in those schemes in my separate reports on the schools to which they apply.

and by the Court of Chancery.

If I am correct in interpreting the main motive of the founders of grammar schools to have been the advancement of learning, irrespective of class interests—encouragement to the rich, assistance to the poor, both equally unlearned, to become scholars—then the grammar schools have ceased for the most part to do their appointed work. They no longer receive the squire's son and the yeoman's son on the same footing. Learning has ceased to be a prime object of desire to either class. The squires send their sons to the great public schools, more frequently for the sake of social distinction than of mental cultivation. The universities have long since ceased to be accessible to the poor scholar, and have resolved themselves into clubs for the reception of the rich. Public school education and university education have now become the training for the peer's son and the gentleman's son, and for them alone. It is now discovered that such places do not and cannot provide a suitable education for other classes, and some attempt is made to provide for other classes in a different way. The grammar schools, amid the general scramble, find that they too have to educate a class, and when they once are reduced to choosing a class, often choose the very lowest. If this educational timocracy should extend its sway we shall eliminate by slow but sure degrees our Bentleys and our Seldens, and prevent all but the rich from becoming scholars. As far as I have been

Less mixture of classes in grammar schools than formerly.

Effect of class education on the grammar schools.

able to compare different grammar schools their present work may be summed up as follows:

The grammar schools which remain free do not educate the poor so as to make scholars of them. In one or two cases they have excluded the poor and attempt to make scholars of other people.

In other cases they keep the poor, but educate them on the meanest scale.

A few of them have exacted a toll from all alike. These do not make first-rate scholars of any class, but give a very fair training to those who are willing to avail themselves of it at the price demanded.

Object of endowments.

It would be fair to expect of the endowed schools, that they should furnsh instruction of a given kind at a cheaper rate than schools of the same class which have no endowment to start with. And the only fair test of their work is amongst day pupils. The boarders, where there are any, usually come from a distance; are not objects contemplated by the foundation; and are in the school only on sufferance. The object of furnishing a given kind of education under cost price is to provide, (1) for those parents who desire it but cannot afford it, (2) for those who are indifferent to it but have children worthy of it. It is not enough that the instruction offered should merely be good. This can always be had at a certain price. But well educated people of slender means (poor curates, for example, with large families) find the desired boon to be beyond their reach. On the other hand, poor parents, and sometimes wealthy parents who have been ill-educated, do not care for good education *per se*, but are often attracted by its cheapness.

There is a great difference between gratuitous education and cheap education: and those who are offended at the former, are often advocates of the latter. At all events, whether it be wise or not to offer education below cost price, (1) I conceive that such was the object of endowments, (2) that by so doing we admit to our schools a class of children, whose parents value cheapness above excellence, and who could otherwise be left to feed on refuse. (3) We admit children whose parents have been either unfortunate or imprudent, and who ought not to be punished for their parents' ill luck or ill conduct.

The benefits of endowed schools are confined to day boys.

As hitherto practised in endowed schools such cheapened education has only been furnished to day-scholars. In no "endowed" middle-class school at least, in my district, has an attempt been made, (1) to keep a boy at cost price; (2) to give him a liberal education under cost price. Such an attempt might certainly be made. The question of expense being eliminated, the desirability of such a school could resolve itself into the general question of the comparative merits of day-schools and boarding-schools.

The chief objection made to boarding schools is the

Some remarks on this subject will be found elsewhere. At present, I need only observe that the chief objection alleged against boarding-schools is the attendant expense. I have endeavoured

to ascertain the preferences of parents in this respect. It would be unreasonable to expect unanimity: nor are parents by any means unanimous. Some parents are so averse to parting with their sons that they will put up with the meanest day-school that offers itself. At Horsham, where the school is perfectly free and quite elementary, several respectable tradesmen have sent their sons to the school, because they did not like to part with them. The same remark applies to the free schools at Hastings. But the converse is much more frequent. At Lewes there are seven vacancies in the foundation. The instruction is free and admitted to be good, and yet several persons, including a clergyman and an innkeeper, had all preferred to send their sons away to boarding-schools. One did not think it was good for his boy to be too much at home. One said that it was impossible to keep a boy from bad company unless he was at a boarding-school. One that a boy never got thrashed enough at a day-school. It must be confessed however, that there were others at the same place who sent their sons away for different reasons. A surgeon and a solicitor complained of the hardship and expense of having to send their sons away, alleging that they would have chosen the grammar-school if it had been satisfactory to them. attendant expense.

Again at Guildford, where the grammar-school is flourishing, and where the boys on the foundation have always been of a highly respectable class, including surgeons and solicitors as well as respectable tradesmen, I found that people who had the highest respect for the grammar-school sent their boys away to boarding-schools "to keep them out of bad company." One gentleman said it was impossible to keep a boy going to and from school twice a day from being drawn into mischief. And it is remarkable that, although the foundationers are well treated in the school, and though the master is popular in the town, and the instruction in some respects first-rate, there is an indifference on the part of the inhabitants, which at times makes it doubtful whether there will be any qualified candidates for a vacancy. This indifference is attributable, however, in some measure to the prevailing impression amongst the class of people, who would be willing to have their sons on the foundation, that the grammar-school is aiming at a mark too high for their wants.

Not many of the endowed schools in my district are so situated as to admit of being grouped together without excluding the day-scholars which frequent one or other of them. Abbott's school at Guildford might perhaps be made of use in feeding the grammar-school; and the schools at Hastings, Parker's and Saunders', might be combined or subordinated one to the other. How far the amalgamation of endowments is possible.

Whitby's Blue-coat school at Chichester has been assumed by the trustees to lie beyond the range of this Commission, and no information has been furnished in answer to the printed schedules of inquiry which were sent to them. The original foundation (1702) was intended for "12 poor boys" who were to be clothed, boarded, and instructed in "writing, arithmetic, and the mathematics." The endowment has of late years greatly increased in Whitby's Blue-coat School, Chichester.

value. According to the returns made by the trustees to the Charity Commissioners, the income was:

In 1862 - - - - £2,106 12*s.* 4*d.*
In 1863 - - - - 2,328 15*s.* 2*d.*

The number of foundationers has been increased (but I do not know on what authority) from 12 to 44 boys, who are clothed boarded and instructed. I have been unable to ascertain to what extent the instruction prescribed by the founder is carried out. But the direction to teach "the mathematics" is *primâ facie* evidence that he did not intend the boys, whether they were sons of labourers or not, to be tied down to the position of labourers. I do not know under the circumstances how far it is within my province to make recommendations concerning the school. But if it should be thought to be within the scope of the Inquiry, then it might (supposing such a course to be thought expedient) admit of annexation or subordination to the Prebendal school which is in close proximity with it.

Nor do the existing endowed schools admit, without similar inconvenience or injury to the day-scholars, to which the union of endowments would give rise, of annexation to the existing proprietary schools. At Brighton are several proprietary schools, but not a single endowment for the middle classes. The only endowed school which comes into proximity with a proprietary school is the Steyning grammar school, which is only four miles from Lancing College.

Exhibitions. Nettle Charity.

I find only two charities in the shape of exhibitions attached to places situated within my district; these are Nettle's charity, at Guildford, and Steer's charity, at Lewes. The former is attached to the Guildford Grammar School, and is subject to a scheme settled in 1860 by the present Charity Commissioners. The chief provisions of this scheme are (1), that future scholars shall be children of resident inhabitants of the town of Guildford (preference being given, *cæteris paribus*, to the sons of freemen), such scholars to have been taught and fitted for the University in Guildford Free Grammar School, and to have been taught in such grammar school not less than three years next previous to his election; (2), the qualifications to be a knowledge of some Greek author, and "to be well instructed and knowing in the Latin tongue;" (3), the fitness of the candidate to be tested by the master and the rectors of Stoke and St. Nicholas for the time being; (4), the scholarship to be of the maximum value of 50*l.* a year, and to be tenable for four years; (5), the accumulation of income to be invested till the gross annual income amount to 80*l.*, when a second scholarship of 30*l.* a year is to be founded.

The trust property consists of about 10½ acres of land and a small sum in the funds. The land was valued in 1861 at 3,500*l.*, but the total income of the endowment for the year 1864 was only 42*l.* 10*s.* 6*d.* This is accounted for by the fact that some of the land is let from year to year at a low rent in the expectation of an early opportunity for selling or letting on building leases. In 1864 notice was given to the trustees of a projected railway from

Guildford to Leatherhead which would pass through the property, and enable them to dispose of some of it at a high price. The present holder of the exhibition was elected in 1862. The amount paid to him in 1863 was 48*l.* 13*s.* 9*d.* He was duly qualified in accordance with the new scheme.

The head-master of the grammar school greatly desires that the local restriction shall be taken off, and the exhibition opened to competition in the school. He anticipates very great difficulty in finding properly qualified candidates.

Steer's charity at Lewes was founded in 1661 "for the education and maintenance of one fit person, the son of Godly parents in or near the town of Lewes, especially the son of a poor Godly minister who hath truly laboured and endeavoured to win souls unto Jesus Christ, at one of the Universities of Cambridge or Oxford by and during the term of four years, and at the end of the said four years then to another during the said term of four years; and so to continue successively to one after another for the like term for ever, the nomination of such exhibitioner to be made by the chief officers and four others of the most able inhabitants within the said town successively for ever." Steer's Charity.

By an indenture, dated the 28th of July, 1836, the trust property, consisting of four houses situated at Lewes, was conveyed to 25 trustees, only seven of whom are now living.

The annual income is about 40*l.*, and is collected by Mr. — Bailey, of Lewes, who charges a commission of five per cent. This is in accordance with a power reserved in the above indenture to charge the trust fund with the expenses of management.

The exhibition has been regularly filled at intervals of four years since 1840; but a great difficulty has been experienced in finding properly qualified candidates. It is not of sufficient value to induce a young man who has no independent means to go to the University. The Grammar School does not at present train boys up to the University standard. In 1844 the exhibition was given to the son, and in 1847 to the nephew, of the then head-master of the school. A complaint was made to me that it had several times been held by persons who were not in want of it.

PROPRIETARY SCHOOLS.*

The schools designated "proprietary" comprise several different types. Of the 16 proprietary schools which have come under my notice, 11 are for boys, four for girls; the remaining one for boys and girls together.

The tables I and K will exhibit such information as I possess concerning the numbers, the teaching staff, the fees, and the proportions in which different subjects are studied in these schools.

The letters *a* to *k* refer to the same schools in both tables. I have not sufficient information respecting the schools lettered *l, m, n,* in table I to enable me to place them in table K. Three schools for boys and one for girls are omitted from both tables for the same reason.

The transverse lines in table K divide the nine schools comprised in it into three sections corresponding to three different social grades and three different rates of payment. At the foot of the same table I have introduced the average per-centage of pupils learning each subject in the three several sections.

TABLE I.—PROPRIETARY SCHOOLS.

	Sex.	Total No. of Pupils.	Day.	Boarding.	Staff.	Annual Fees for Boarders.	Annual Fees for Day Pupils.
a	Boys	125	0	125	8 resident, 3 visiting	60 to 80 guineas.	—
b	Boys	212	80	132	10 resident, 8 visiting	45 to 60 guineas	18*l.* to 28*l.*
c	Boys	208	6	202	8 resident, 8 visiting	40*l.*	?
d	Boys	331	7	324	13 resident, 4 visiting	27 to 30 guineas	?
e	Boys	148	133	15	5 permanent, 6 visiting	25*l.* to 35*l.*	8*l.* 8*s.* to 10*l.*
f	Boys	97	81	16	4 permanent, 4 visiting	24 guineas	8*l.* 8*s.* to 10*l.*
g	Boys	294	5	289	10 resident, 2 visiting	14 to 18 guineas	?
h	Boys and Girls	108	0	108	4 masters, 5 governesses	18*l.* to 21*l.* for boys, 16*l.* to 19*l.* for girls	—
k	Boys	82	82	0	1	—	2*l.*
l	Girls	100	0	100	8 resident, 4 visiting	21*l.*	—
m	Girls	100	100	0	5 permanent, 4 visiting	—	8*l.* 8*s.* to 10*l.*
n	Girls	25	25	0	1	—	2*l.*

* I should state that this division comprises several schools which, in the legal acceptation of the term, are endowed schools. They are, however, of modern foundation, and possess features so distinct from those of the ancient endowed schools that I have thought it best to notice them under this title. The schedules of questions addressed to proprietary schools were accepted by the authorities of the schools in question.

TABLE K.—PROPRIETARY SCHOOLS.

	No. of Pupils.	Number of Pupils learning									
		Greek.	Latin.	French.	German.	Mathematics.	Arithmetic.	Natural Science.	Instrumental Music.	Vocal Music.	Drawing.
a	125	99	125	125	3†	104	125	0	?	48	?
b	212*	155	198	184	19†	193	193	198	?	97†	37†
c	208	141	208	141	59	110	208	39†	?	143	169
	545	395	531	450	81	412	521	237		288	206
d	331	72	311	310	11	174	331	26	19†	293	290
e	148*	0	120	148	45	50	148	50	?	80	148
f	97*	0	97	97	28	31	97	31	5†	0	97
	576	72	528	555	84	255	576	107	24	373	535
g	294	0	170	26	0	15	279	0	?	130	158
h	108§	0	20	36	0	25	108	46	?	56†	71
k	82‡	0	0	0	0	25	82	43	?	43	43
	484	0	190	62	0	65	469	89		229	272
		Per-centage.									
Upper		72	97	82	15	76	95	44	?	51	38
middle		12	92	97	14	44	100	19	4	65	93
lower.		0	39	13	0	13	97	18	?	47	56

* Mixed day and boarding schools.
† Extra subjects.
‡ Day school.
§ Mixed girls and boys.

Some details respecting two of the proprietary schools for girls will be given in the general account of girls' schools.

Proprietary schools for boys.

The 11 boys' schools may be classified roughly as follows:—

Three for the upper classes (*a*, *b*, and *c*).

Four avowedly middle-class (*d*, *e*, *f*, and another).

Four for the classes which are just above labourers (*g*, *h*, *k*, and another).

Eight of these schools are totally isolated and distinct establishments. The remaining three, though locally separated and educating distinct classes of boys, profess to be members of one society—the College of S. Nicolas. Of these schools, Lancing College falls into the first, St. John's, Hurstpierpoint, into the second, and Shoreham into the third of the above-mentioned divisions. With Lancing I have classed Brighton and Epsom Colleges. Cranley School and the Ship Street and Grand Parade schools at Brighton are placed in the same division with Hurstpierpoint; the Christ Church school at Brighton, the Puget School at the same place, and a school at Worthing, with Shoreham.

Special account of schools sometimes objected to by proprietors.

I was admitted into some of the proprietary schools on the distinct understanding that I should not compare them by name with other schools, the proprietors considering that their property might suffer by such a comparison. In other schools no such objection was made; but I have been compelled by the objectors to make my account as general as possible, special notices being confined to the schools which do not shun publicity.

Constitution of S. Nicolas College,

The Rev. N. Woodard, who is styled Provost of S. Nicolas College, has furnished some returns which show the working of

that society. The College has at present no regular constitution. The provost claims the right of framing laws, and expresses his intention of doing so hereafter. He informed me that he had sketched several schemes for the government of the society, but not being satisfied which was the best, he had determined to keep the matter in abeyance. There seems to be the greatest harmony of working between the provost and the head-masters of several schools, who upon their appointment by the provost agreed to accept the constitution which he would give them. Some of the lands purchased by the provost for the college is vested in trustees, but he informed me that a considerable portion of it remained to be conveyed to them. Although there are no binding statutes, the practice of the society has been tolerably uniform. The provost reserves to himself the nomination of probationary "fellows" of the college, of whom there are at present seven, all engaged in teaching in the schools—the appointment of the head-masters and chaplains, the nomination to provosts' scholarships, which are given "sometimes as rewards, sometimes to relieve necessitous cases," and generally the control and apportionment of the finances; but each head master appoints and dismisses his own under-masters, and is supreme over the studies and discipline of his school, the expulsion of a boy being the only matter of discipline in which the provost, when appealed to, exercises jurisdiction.

Schools intended for the middle classes.

The professed object of the S. Nicolas Schools being to provide education on the public school system to the classes which were debarred from it, the Upper School at Lancing, which is in fact a public school for the wealthier classes, seems at first sight not to be essential to the system. The presence, however, of this element in the tripartite plan is thus explained by Dr. Lowe. The main object of schools of the Lancing type is "to serve as centres for "the society, and as sources for surplus funds, rather than to "provide education for persons already abundantly supplied elsewhere." The application of the surplus funds will be seen from the returns of the provost to include contributions towards the purchase of ground and the erection of buildings for the use of the middle and lower schools. It would seem, therefore, that though these latter schools are described as self-supporting, they are partly dependent on other sources, and the Lancing boys are paying for other objects besides their own education. This is the case to a still greater extent if the (*c*) "increase of salaries of under-masters" and the "assistance of young men at the Universities" apply to under-masters and young men of the middle and lower schools. A great portion of the sums required for the purchase of land and for buildings has been raised by public subscription; but I have no materials for estimating the extent to which the Upper Schools have been taxed for the benefit of the lower. Such an estimate, however, is required before the claim of the latter to be self-supporting can be established.

Lancing a school for the upper classes, its object to provide surplus funds.

(*c*) Answers to schedule I. § 7.

The successes achieved by Lancing boys at the Universities (*d*), and the favourable reports of University examiners who visit

(*d*) (See list of distinctions, form G.)

and report upon the school annually, prove that a high standard of teaching is kept up. I am unable to say whether the results are proportionate to the high terms paid by the boys; but it is questionable whether much lower terms would, under ordinary circumstances, suffice to maintain a staff of seven University graduates, besides other masters, for 125 boys. No return has been made of the salaries paid to under-masters, but the College relies on and has (*e*) profited considerably by the zeal of clergymen, who, in the interest of the Church of England, with which the schools are closely allied, have in many instances given their assistance in teaching for less (if I may use the expression) than its market value. Zeal in a cause may diminish the working expenses indefinitely, and it is probable that a portion of the income of Lancing is economized without impairing the quality of the instruction, and the savings must be looked upon rather as a sacrifice of income on the part of the masters than a tax upon the boys. It is for the proprietors to consider whether the enthusiasm which can start a school is a trustworthy engine for its permanent support, and whether, in providing for the future, it will be wise to include this in the reckoning instead of trusting to the ordinary laws of supply and demand.

Zeal of clergymen depended on for supplying masters.

(*e*) (See Dr. Lowe's letter, p. 7.)

The concurrence of my visit to Lancing, with the examination held by the University examiner, made it inconvenient for me to examine the boys.

An analysis of the time-table will show that in the upper forms the staple of education is Latin and Greek. The mathematics receive a moderate degree of attention; French scarcely any; no instruction is given in the physical sciences; instrumental music, German, and drawing are extras. There is a modern school, but it does not flourish. The head-master does not encourage it, and an extra fee of 10*l.* per annum is paid by every boy who enters it. No new study is introduced in the modern department, but extra time is given to studies which form part of the regular school course. It is found here, as it has been found at some other places, that the modern school is a kind of asylum for the indolent or the incapable. It must be noticed, however, that a boy's position in the school is in no way affected by his knowledge of the subjects which receive additional attention in the modern school. Lancing has not been successful in training boys for the competitive examinations outside the University; and its failure is doubtless attributable in some measure to its classical bias. It is also to be noticed that it has succeeded better at Oxford than at Cambridge. This is partly owing to the fact that most of the masters have been Oxford men, but partly also to the prominence of history and to the comparatively subordinate position of mathematics in the school course. Music, however, is a part of the system. Every junior boy is taught singing in class by a resident master, who is organist of the chapel. Those who have good voices are afterwards drafted into the choir. Musical services are held twice a day in the chapel;

Instruction mainly classical.

Modern department not successful.

Music a part of the school course.

I was present at one of them; all the boys seemed to appreciate and join in the singing.

Buildings. The buildings are not yet completed, but at present form three sides of a quadrangle skirted by a cloister, and comprise houses for the head-master and second-master, three large dormitories, one school-room, a large room at present used as a chapel, a sanatorium, lodgings for the visitors, rooms for the under-masters and prefects, &c. A handsome dining-hall is in the course of erection on the fourth side of the quadrangle, and a chapel will eventually be built, large enough to contain the boys of the three combined schools, whom it is thought desirable to bring together on certain festivals. These buildings will set free the present chapel and dining room for class-rooms, which are much needed.

Dormitories. The dormitories are open; no partitions divide the beds; the masters sleep in separate rooms, and the discipline in the dormitories is left to the prefects. The open dormitory system is preferred to cubicles because it is thought right to accustom boys to kneel down to their prayers in the presence of others; public opinion among the boys is said to be sufficient to enforce this practice. The dormitories are not all alike in point of comfort, the head-master's being better than the second-master's, and his better than the school-house. In the last there is a deficiency of washing apparatus, and there is a great need of a day-lavatory for all the boys.

Playgrounds. Fives' courts and racquet courts have been subscribed for and
Bathing. will be erected shortly. There is an excellent cricket-field about 200 yards from the school. The sea is about 1½ miles distant: in the summer about 40 boys bathe daily. Those who can swim are allowed to bathe in the river, which is tidal, and a premium of 1*l.* is given to the swimming-master for every boy taught to swim. The boys do not care for boating. A four-oared boat was kept by the masters for some time, but the river was found inconvenient, and rowing was given up.

Monitorial system. Considerable authority is given to the prefects, who are allowed to administer corporal punishment to offenders out of school. The prefects usually punish offences on the spot. In some cases they hold a court and administer the chastisement publicly. In grave cases they apply to the head-master for advice. There are certain rules which they are obliged by the authorities to observe. But in most matters they are left to form a code for themselves, *e.g.*, with respect to smoking, which is prohibited, not by the head-master, but by the prefects. They are often in the society of the head-master, and catch their tone from his. I am told that they soon learn his wishes and aversions, without obliging him to set out an elaborate catalogue of offences. They are obliged to register the punishments they inflict and the corresponding offences in a book kept for the purpose. But in some cases they may, by prefixing a certain mark to the register, indicate that they do not wish the offence to be known to the master, who, in the absence of suspicious circumstances, forbears to read the

Fagging. register. Only the juniors, comprising about one half of the boys, are allowed to be fagged. Fagging consists chiefly in

carrying stumps and bats and other apparatus of the playground, but no menial offices are imposed. Only one boy has been known to leave the school during the last three years on account of punishment inflicted by a prefect.

School bounds.

Three half-holidays are allowed in a week, on which, and on saints' days and whole holidays, the boys are allowed to go where they like. They must, however, write down their destination in a book. Boys are not forbidden to frequent public-houses. It is always assumed, if they have been to a public-house, that they have been there for some lawful purpose. Sometimes they make long excursions into the country, and on such occasions are allowed to dine at public-houses.

Slight bond of union between members of the different schools.

No great amount of fellow-feeling exists between the Lancing boys and the Hurst boys. On one or two great occasions, as when the foundation stone of new buildings has been laid, they have been brought together; but they do not mix well. The Lancing boys have a way of saying "That is just what a Hurst "fellow would do." In fact the possibility of their being confounded and taken to be members of the same establishments heightens the jealousy between them. The unity of the schools is one of name rather than of feeling, and it has been thought unadvisable to encourage frequent meetings. They play annual cricket-matches, however, with each other, and, if one may judge from the tone of the Hurst-johnian (a school publication), no ill-blood seems to spring from defeat.

St. John's, Hurst.

Of the group of schools which are under St. Nicolas' College the most interesting and the most difficult to manage is the middle school at Hurst. The bulk of the boys are sons of tradesmen, the others being recruited from the agricultural and humbler professional classes.

Difficulty of management.

Difficulties in the way of religious teaching, of general instruction, and of discipline, have been encountered in a much greater degree in this school than at Lancing or Shoreham; for this is just the class which is found to be most sensitive in point of religion, most utilitarian with regard to education, and most impatient of control, of all the sections of English society. It has been a trying task to plant the public school method in this soil. Where uniformity of worship is thought popish, a liberal education useless, and the playground government of boys by boys capricious and tyrannical, the elements of discontent are numerous and potent enough. Whatever positive grounds of complaint may have existed against the system pursued at Hurst, there were *à priori* reasons for expecting trouble; and it came. During the first few years of the experiment Dr. Lowe was beset on all sides by complaining parents. One did not like the chapel services; another did not want his boy to be "bothered with "Latin;" a third would not have his boy "knocked about by "them *perfects*;" and boys were removed from the school for all these reasons. But of late the parents have learnt to acquiesce in the prescribed *régime*, and the master is comparatively relieved from their interference.

Different sections of the school.

The school comprises four sections—(*a*) the grammar school, containing at the time of my visit above 300 boys; (*b*), the

special school, containing nine boys; (*c*), the training school, containing nine probationary associates of the College; (*d*), the servitors' school, containing 14 boys.

Fees.

The minimum fee for board and instruction in the grammar school is 27 guineas for Sussex boys, 30 guineas for strangers. In 1865, no less than 17 boys were holders of exhibitions, reducing the cost of board and education to 10 guineas per annum. One of these is open to competition for boys between the ages of 13 and 15; 11 are in the gift of the provost, the others in the gift of special patrons. They are given away to poor deserving people, *e.g.* the sons of poor clergy, widows, &c. The applications for these are numerous; and Dr. Lowe thinks the claims of the applicants are so strong that though for the advantage of the school he could wish more of them to be open to competition, he would be sorry to deprive the needy of so invaluable a boon. In order to encourage boys to remain longer at the school than has been the practice, two additional exhibitions have been founded of 16*l.* 13*s.* 4*d.* each per annum, tenable for three years and open to competition to all boys who have been at the school three years, and are not less than 16½ years of age at the time of competition. The holder is not bound to any particular pursuit or place of residence.

Exhibitions tenable at the school.

Exhibitions tenable away from the school.

Staff.

The staff, including the head-master and chaplain, consisted of seven graduates of Oxford or Cambridge, and six certificated associates of S. Nicolas College. The associates are men who have passed three years from the age of 17 in the training-school of the college, which is mainly supplied from the grammar school.

Training school.

For information respecting the training school for associates, I beg leave to refer to pp. 6 & 7 of Dr. Lowe's letter to Sir J. T. Coleridge; an account of the special school will be found at p. 12 of the same letter. The last section has never been very flourishing, the average number being from eight to 16 boys; a deviation from the regular school course is discouraged here, as at Lancing, by the imposition of additional fees.

Special school.

Servitors.

In answer to my inquiries, Dr. Lowe gave me the following details concerning the servitors. "The servitors are instructed by "a master, who was a pupil-teacher in a good national school, "and acts in the college as an under or assistant butler, and in "that capacity arranges and superintends the boys' work in the "morning, and their learning in the afternoon. The servitors "are examined from time to time by the masters of the school. "Their length of stay at school varies. I have known boys here "five or six years. Some of those now here must have been "more than three. They relieve the staff of servants of all shoe-"cleaning, knife-cleaning, sweeping cloisters, class-rooms, hall, "chapel, &c. One acts under the college carpenter, and helps in "his shop, and minds the steam-engine. In speaking of them, "I am bound to mention the comfort and benefit we derive from "two men-servants here, one my own footman, the other the "college porter and butler, a very responsible officer. Both "these fellows were servitors, and if they were the only benefit "the servitors' school had produced, they would themselves

"establish its value. As it is I hear of many boys from it who "become good servants, and, of course, of many who in the "temptations of service come to grief. As to the relative "efficiency of servitors as against a man-servant, I can hardly "speak; but having just talked over with the porter, I learn "from him that a man could do the work well of three boys, such "as they are for a year or 18 months; but that bigger boys who "have been here longer will work nearly as well as men, and, as "regards scrubbing, will do what most men would refuse to do."

The effect of the servitors in diminishing the working expenses of the school is well worthy of attention.

Buildings. The buildings are on a very handsome scale, and are intended to house 300 boys, but actually accommodate 330. The total cost of building will, when the master's house is built and the chapel and other offices are completed, amount to 50,000*l*. At the period of my visit, the chapel services were held in a large room, intended ultimately for a class-room. The bulk of the boys were distributed in batches of 50 in six large dormitories, which are open, as at Lancing. A master's room communicates with each dormitory, by means of a large window. My attention was drawn to the size of these windows, which are not intended to be "peep-holes." Order is maintained in the dormitories by the prefects; but the master, being near at hand, can be appealed to in case of need. The prefects and captains, amounting to 40 boys, have access during the day to the lavatories attached to the dormitories. A free tap in the courtyard is used by the other boys. An increase of bathing and washing apparatus is contemplated, there being no good bathing-place within reach of the school. There is a small stream not far off which may be made to feed a bathing reservoir.

Dormitories.

Bathing.

Little "rookeries," each containing a bedroom and a study are set apart in different parts of the building for the associates.

Playgrounds. Fourteen acres of ground adjoining the college are used for cricket-fields and playgrounds, and are kept in excellent order. The school does not possess any gymnastic apparatus, but all the boys are drilled once a week, and muscle is as much cultivated and admired as at any public school.

School-bounds. The boys are free to wander where they like out of school-hours; but the school arrangements are such that they can never be away for more than two hours together. It is left to the honour of the boys not to enter public-houses, and few offences of this kind have come to the knowledge of the masters.

Prefects. The prefects are allowed to punish offences committed out of school, and exercise their power of punishment in the following manner. They summon the offender before them, and if he be found worthy of punishment, the senior prefect present boxes his ears, using his open hand. They do not use a cane or other instrument of punishment; though the head-master would not object to their doing so under certain restrictions. He watches this part of the discipline, however, with considerable jealousy. Punishments inflicted by prefects, together with the offences that have called for them, are entered in a book which is inspected

periodically by the head-master. Other details concerning the powers and privileges of prefects will be found in the returns.

Classification. The school is classified differently for every subject. This necessitates that all the classes shall learn the same subject at the same hour, and, generally speaking, that each master shall be able to teach all subjects. This is of course modified, where, for special subjects, *e.g.*, drawing and music, several small classes can be combined in larger groups, and in the case of extra subjects.

Examination. I visited the school, for the purpose of examining, twice. It was impossible to examine the whole school, so I took samples from the upper and lower sections.

The first Greek division (six boys, average age 18) translated a piece of the Antigone fairly, and seemed to be well acquainted with the grammar.

The first Latin division (16 boys, age 15 to 18) translated a piece of Livy, and were questioned in Latin grammar. Some of the boys answered very creditably, but the average performance was far below that of the smaller number who learnt Greek,

The first French division were good at translating and parsing; but their pronunciation was very faulty. I also noticed this defect of pronunciation in a lower French form which I examined.

The first mathematical division (64 boys of all ages from 12 to 19) were examined in the first book of Euclid, and in general arithmetic. The definitions both in arithmetic and Euclid were much more accurately given than is usual at most schools: but the propositions were carelessly written out, and although a fair average was maintained in arithmetic, I have found better arithmeticians in inferior schools. The boys seemed unusually shy of attacking problems.

The upper 4th form can translate Cornelius Nepos, and the lower 4th easy sentences from Smith's Principia with tolerable accuracy, and their knowledge, as far as it goes, is sound.

I also examined two lower forms, the second, and upper first, in Latin, English, and French. These were boys varying in age from 10 to 14, the average age being about 12, and had been at the school in the majority of cases about two years. I was disappointed in the performances of these boys, especially in their want of knowledge of English grammar. Dr. Lowe, with whom I subsequently communicated on the subject, attributed their failure to the fact that they were unaccustomed to examination on paper, and that the bulk of the boys in the lower school come at too late an age and are very ill-prepared when they come. No grammar but the Latin grammar is used in the school, and I cannot help thinking that some additional training in English spelling, dictation, and grammar, is requisite for the younger boys. The mere acquaintance with the elements of the Latin accidence is worthless compared with a knowledge, however elementary, of the connexion of the parts of a simple sentence—and if this is not attainable through the medium of such portions of the Latin grammar as can be taught to boys of 12 and 13, some English text-book, or some independent teaching in the analysis of English sentences, should be adopted. An exclusive teaching of the Latin grammar

Lower forms deficient in English grammar.

may, if continued long enough, give a boy a power of analysis which will be surer in its effects than an earlier training of a less perfect kind; but if it is too difficult in its earlier stages to admit of a boy's mastering the simple rules of syntax before he reaches the age of 14 or 15, he had better take some short cut to such knowledge. No boy of 14 ought to be ignorant of the concords, or of the difference between a nominative and an objective case, or between a transitive and an intransitive verb.

Drawing. The drawing is good of its kind, though elementary. It is taught to nearly every boy, and the more solid branches are preferred to the more showy.

Music. Vocal music is a part of the regular school course, but I had no opportunity of testing the boys' knowledge of music.

Estimate of general results. On the whole, I think the results arrived at in the upper portion of the school are satisfactory. A high standard of scholarship is not reached, nor a very high standard of mathematics. But I must in justice observe that the estimate formed by the University examiners who have reported on the school for the last three years has been higher in these respects than that which I have formed—whilst they add encomiums on the knowledge of divinity of English standard authors, of geography and of chemistry —subjects in which I did not examine. They speak "with confidence" of the "sound and complete character of the education given," of the "accuracy and carefulness of the work," and similar merits. The results perfectly justify the adoption of the "grammar" system for boys who remain long enough in the school to reach the upper 4th form—that is till the age of 15. I do not feel so confident with respect to boys who leave a year earlier. For these boys I am not sure that it would not be better to adopt some shorter method of learning the principles of grammar. The mastery of them would not perhaps be so complete, but the boys would have a tangible something to work with, and not the mere hope of something better. In some cases the whole of an inferior instrument is better than the half of a good one.

Reports of university examiners.

"Grammar" system successful with boys who remain at the school till the age of 15.

Shoreham school. The plan of the Shoreham school is similar to that of Hurst, except that French is an extra, as Greek is at Hurst. The regular school routine includes instruction in religious knowledge, Latin, arithmetic (including book-keeping), history and geography, vocal music and drawing.

Number of boys. The number of boys receiving instruction in June 1865 was 280; the staff consisted of four University graduates (including the head-master and chaplain), and seven assistants, three of whom were certificated associates of S. Nicolas College. Occasional assistance is given by the clerk (formerly a boy in the school), and by an assistant who receives as well as gives instruction. The school is divided into 14 divisions. Latin is begun in the upper shell, which is the 8th from the top of the school. The lower six divisions learn reading, writing, dictation, history, geography and arithmetic. I examined the 4th form (the second from the top) consisting of 13 boys of about 13 years of age, in Latin construing and grammar. They knew the accidence very fairly, but were not yet thoroughly acquainted with the elementary rules of syn-

Staff.

Classification.

Examination.

Grammar.

English dictation.

tax. The English dictation of the two upper divisions was fair, five out of 27 boys sending in papers without a mistake. English dictation is much practised, and marks are given for caligraphy as well as for correctness. I did not think the writing so good as that of boys of the same age at some other schools. Fifteen boys were doing the 1st book of Euclid. Two of them had a very intelligent knowledge of the work, and showed signs of having been thoroughly well taught. The others were moderately good. Arithmetic is carefully attended to, and the boys though not very quick, are accurate in their working, and far advanced for their age. The little boys of the upper shell knew their little text-books of English history and geography very well.

Writing.

Euclid.

Arithmetic.

History and geography.

Drawing.

The results attained in drawing are surprising. Mr. White, the master of the Sussex school of design gives a lesson of 1½ hours per week to 158 boys in two classes. He considered that a great deal might be done in this time, and showed me some drawings, done by an old Shoreham boy, which had gained prizes at the Brighton competitive examination. Vocal music is taught to all the juniors by an associate who is organist of the chapel.

Music.

Considering the cheapness of the education, it is surprising how much the boys are taught. The terms for board and instruction are only 14 guineas a year; and it would puzzle most people how to make that sum cover more than the bare food of the boys. It is stated to me, however, to be "not only a self-supporting but a paying school." A copy of the dietary is given below, and is copied from the dietary of St. Ann's School, Brixton. I was invited to partake of the boys' dinner on the day on which I inspected the school. The meal consisted of boiled beef and potatoes, and was plentiful and wholesome.

DIET TABLE.

DAYS.	BREAKFAST.	DINNER.	SUPPER.
SUNDAY.	½ lb. of Bread and 1 oz. of Butter with ½ pint of Milk and Water.	½lb. Cold Roast Beef with ½lb. of Bread.	½lb. of Bread and 1oz. of Butter with ½ pint of Milk and Water.
MONDAY.	The same.	1lb. of Baked or Boiled Plum Pudding consisting of equal proportion of Bread and Flour.	½lb. of Bread and 1½ozs. of Cheese with ½ pint Milk and Water.
TUESDAY.	The same.	1½lb. of Roast or Boiled Mutton with Potatoes.	½lb of Bread and 1oz. of Butter with ½ pint of Milk and Water.
WEDNESDAY.	The same.	1lb. of Baked or Boiled Meat Pudding.	½lb. of Bread and 1½ozs. of Cheese with ½ pint of Milk and Water.
THURSDAY.	The same.	½lb. of Boiled Beef and Potatoes.	½lb. of Bread and 1oz. of Butter with ½ pint Milk and Water.
FRIDAY.	The same.	Pea Soup with Meat in it.	½lb. of Bread and Treacle with ½ pint of Milk and Water.
SATURDAY.	The same.	½lb. of Bread and 1½oz. of cheese with Porter.	½lb. of Bread and 1oz. of Butter with ½ pint of Milk and Water.

Buildings. It is unfair to judge of the school in its present state. It has outgrown its buildings, which are cramped and ill-ventilated, and, with the exception of one or two rooms, ill-adapted for school purposes. The largest bedroom is about 46 ft. × 19 ft. and contains 23 beds. The other boys are lodged in the surrounding houses, one of which is an abandoned inn and better off in point of rooms than its neighbours. The schoolrooms are hot and close, and in winter, when doors and windows are shut, must be much worse than in summer. The rooms are so small in comparison with the size of the classes, that one class has to march out and stand in the courtyard whilst another marches in.

Playground. The present school has a good playground, and every boy is forced to go to it between the hours of five and six.

Bathing. About 40 boys bathe in the sea in summer. The number would be greater, but they have to pay a penny toll for passing the Shoreham bridge, on their way to the beach.

Servitors. Twelve boys are engaged in the school as servitors and pay only 5*l.* a year for their education. They dine before the others and wait on them at table. The head-master assured me that they felt no degradation in this office. They seemed to be on very good terms with their school fellows, and to mix with them freely in the playground.

Prefects. The prefects in this school have a moderate power of giving impositions; but the lower we descend in the social scale the more difficult it is to teach boys to form a code for themselves and to entrust them with the power of enforcing it. The prefects are not allowed to administer corporal chastisement, and the punishments which they inflict are registered on the black board, which is daily inspected by the master.

General characteristics of S. Nicolas schools. The distinguishing features of all the S. Nicolas schools are:

(1.) They are *boarding*-schools.

There are only seven day-boys at Hurst, only five at Shoreham; at Lancing, none.

(2.) They are all *large* schools, 300 being the estimated, though not the actual, minimum of each.

(3.) They are all closely connected with the Church of England.

(4.) They all adopt the Latin *grammar* as the basis of instruction.

(5.) They all recognize the claims of poverty in the shape of assistance reducing but not covering the cost of education.

(6.) They recognize a property qualification as the basis for determining the character of a boy's education.*

(7.) They all, though in different degrees, adopt the monitorial system.

Boarding schools. The boarding-school system ensures regularity of attendance, uniformity of religious teaching and moral discipline, rescues the

* No boy whose parents' income exceeds £150 per annum is admitted to the Shoreham School, unless on special grounds assigned to the Provost of S. Nicolas College.

boys from the indulgence and the indifference of parents, and in some cases from the evil influence of ill-regulated homes, and gives a boy the benefits which spring from the playground, and from which day-boys are usually cut off.

These merits have to be weighed against the severance of the parental tie, the absence of the stimulus which the approval or censure of parents and friends has in quickening a boy's exertions, and the surrender of independence in religious thought.

Advantage of boarding-schools to the lower middle class.

These merits and drawbacks obtain in different proportions in different ranks of society. As far as I have been able to observe, the boarding-school is most requisite where it is least available, viz., in the lower ranks. I think the Shoreham school is doing a great service, and is giving better instruction and moral training than could be obtained for the price—and that is the gist of the whole question—in the schools which are ordinarily available for the class of boys who frequent it.

Benefits not local.

The benefit which a boarding-school confers is not necessarily, nor is it usually local. I have already remarked that the county of Sussex contributes very few boys to any of the three Sussex schools, not even at Hurst, where they are taken on advantageous terms.

Large schools more economical than small.

The size of the schools enables them to be more economically carried on, and facilitates the formation of a healthy public opinion among the boys. A good teacher will not find more difficulty in teaching 30 boys than in teaching 10, if they are more or less of the same age or degree of proficiency; and it requires as complete a classification and nearly as large a staff for 100 boys as for 300.

Connexion with the Church of England.

The close adherence of the schools to the discipline of the Church of England obviates many of the difficulties which are complained of in mixed schools; but this rigid adherence has given rise to apprehensions in the minds of many churchmen as well as dissenters, who, though they may acknowledge the truth of the doctrines of the Church, are indifferent or averse to its ritual. This is the case especially in the county of Sussex, which has a strong evangelical *penchant;* and there the schools, in spite of the acquittal of the visitor, have not yet shaken off the unpopularity which certain accusations, made some years back, created.

Duties of chaplain.

Each school includes in its staff a chaplain, whose duty it is to assist in the religious instruction of the boys, visit them when they are ill, prepare them for confirmation, &c. The boys are required

Conformity, how secured.

to attend the church services in the school chapel, twice every day at Lancing and Hurst, once a day at Shoreham. Conformity is further secured by requiring every boy of the age of 14 to be confirmed; and it is the professed object of the schools to educate boys in the doctrine and discipline of the Church, as distinguished from religious teaching which is not denominational. The use of the confessional, in the Romish sense, is repudiated; but confession is practised as a part of the discipline of the Established Church. I was told by the provost that it was not compulsory, but that boys

were encouraged, especially before confirmation and their first communion, to "unburden themselves" to the chaplain.

Confirmation.

With regard to the question of compulsory confirmation I received the following communication from Dr. Lowe: "Con- "firmation is not more *de rigueur* here than it is anywhere else "where the discipline of the Established Church is recognized. "Boys are prepared for confirmation from the time they come to "the school, so far as this goes, that religious instruction is given "in classes arranged according to age, and having confirmation in "view. Confirmations are held every year, and the chaplain's "divinity form comprises always the catechumens who will be "over 14 by the time of confirmation. Such only as are thought "fittingly disposed are presented for confirmation. A boy "would not necessarily be dismissed if his parents refused to have "him confirmed. We should attach importance to a representa- "tion that he considered his boy unfit; but if he refused on the "ground of objecting to the rite, we should point out that we "could only teach him the necessity of confirmation as taught "by the Church, and that if there was to be a clash on such a "subject between teacher and parent, the boy had better not "remain. I have only known one case where a boy was removed "on this score, and this was peculiar, the father expressly stating "that he would not have the boy confirmed here because he "disapproved of our doctrines *in toto*. Of course in the absence "of his confidence I declined the responsibility of his son's "education."

Scanty means of transfer from lower to upper schools.

The schools are not intended to feed each other. Dr. Lowe naturally wishes that the best Hurst boys should remain at Hurst to improve the tone and standard of the school rather than be drafted off to a school which does not want improving, and the head-master of the Shoreham school entertains a similar feeling respecting his best boys. There is only one scholarship tenable at Lancing by a Hurst boy, and one at Hurst by a Shoreham boy. A vacancy occurs about once in six years. The boy who at present holds the Hurst scholarship at Lancing has held it five years; he is the son of a clergyman, and did not suffer socially in the opinion of the Lancing boys by having been at Hurst. But if many boys were drafted off it is feared that the social prejudices of the upper school would create a difficulty, It may be questioned, however, whether the social prejudice might not be overcome. If a scholarship at Lancing were open to competition for boys of a certain age both at Lancing and at Hurst, the respect which is felt for merit would perhaps weigh down the anticipated unwillingness to mix with boys of a lower social grade.

Tendency to class education.

Many thoughtful people are apprehensive lest a system like this triple chain of boarding schools should, if substituted for the day grammar schools, introduce a kind of caste education totally foreign from our institutions. It is said in reply that that cannot be caste education which leaves it to the choice of parents in what way a child shall be educated. But in the first place, boarding-

Objections to the system.

schools of every kind are more expensive than day-schools, many of which are free, and all of which might be made inexpensive. In the second place, the kind of education given in a school founded for a given class must be suited to the wants and to the means of the bulk of that class; but there are individuals in every class who are fit for much higher training than the mass of their fellows. Until there is a glut of ability in the country, or the upper sections of society monopolize the production of it, the aspirants for a higher training ought, in the interest of the country, to receive it.

In the third place, it leaves a boy's future entirely in the hands of his parents, and parents are in many cases indifferent enough to the early training of their children, and often very unfit judges of their capacities.

The persons I have referred to, anticipate that this system, if widely extended, would go far to set a social stamp upon a boy at his very entrance into life, and would necessarily tie him down to the pursuits of his father.

If social prejudices are not too strong to admit of the easy transfer of a promising boy from the lower to the middle and from the middle to the higher strata of schools, an increase of exhibitions which would carry the winner up to a more congenial atmosphere, would alleviate the anticipated hardship. If social prejudices are too strong, I cannot help thinking that their strength is intensified, if not created, by a system of large boarding-schools, such as these schools of S. Nicolas College, and I do not hesitate to prefer the old day grammar schools, where such prejudices, if they did operate, were at least not countenanced or encouraged by the constitution of the schools themselves.

Brighton College.

At Brighton College are 212 boys taught by 15 masters, of whom 11 are graduates of Cambridge, four being wranglers and four being first-class men in the classical tripos; the others are non-graduates. There are also five visiting masters. About two-fifths of the boys are day-scholars; the others board either in the head-master's house or in detached houses superintended by the under-masters. The fees for instruction are from 18*l.* to 28*l.* for boys who are nominated by proprietors, an extra fee of 10*l.* being paid by those who have not a nomination. The fees for boarding vary from 45*l.* to 80*l.* The object of the foundation is to provide a sound liberal education for the sons of gentlemen. Full information respecting its constitution and government has been sent to the Commissioners.

Instruction mainly with a view to the universities.

The instruction is chiefly that which is required for matriculation at the universities. A modern department is open to those who require special training. The students who are not intended for the universities are exempted from learning Greek and from Latin verse composition, additional time being devoted to mathematics, English, and modern languages. Every boy in the school is required to learn either French or German. Church singing is taught at a small fee to all the boys in the lower forms.

I have been for the last four years attached to this school as classical examiner, and have examined the upper forms half-yearly in portions of their classical work. I have had frequent occasion to comment on the high standard reached by the fifth and sixth forms, and the list of distinctions (*f*) won by Brighton boys at the Universities have borne me out in my estimate. The reports of the mathematical examiner, the Rev. J. Porter, have been equally favourable. The chief defect I have had to notice has been in the Latin and Greek composition, which does not invariably come up to the level reached by the great public schools; but this defect is, in my opinion, compensated by the attention which is given to the substance of the authors taken up for examination, and the general intelligence which is brought to bear on the matter, as well as the form of the books. The last examination which I held included translations from three Greek and three Latin authors, prose and verse composition, and critical questions. In Latin, eight boys out of 11 obtained more than two-thirds of the maximum number of marks; in Greek, five boys out of 11 obtained the same proportion, two of them nearly reaching the maximum. Only four papers in Greek, and one paper in Latin, were failures. There was a marked improvement in the average composition of the class, especially Greek prose, and the critical papers of six boys out of the 11 were done with more than usual accuracy and fulness.

(*f*) See Form G.

Classical examination, Christmas, 1865.

In June, 1865, I examined two portions of the school which had not previously come under my notice, the modern department, and the lower school.

The latter contains little boys from the age of eight upwards, who are admitted as soon as they can read and write. The highest division (boys of about 10 or 11, who have been under training from two to three years) are thoroughly well acquainted with the Latin accidence and the elements of syntax, and are also proficient in English grammar, which has been taught partly through the medium of Latin, but with the additional help of a small English text-book. The principles of arithmetic are most carefully taught, and some of these little boys can work sums in vulgar fractions with ease and intelligence, whilst they are some of the few boys I have met with in the whole of my district who can be depended on for giving accurate definitions of such terms as "numerator," "denominator," &c. What surprised me most in these boys was the accurate and intelligent way in which they had mastered the definitions and the first three propositions of the first book of Euclid. Such knowledge is very unusual in boys of this age. The lower school is a comparatively recent experiment, and is undoubtedly a success. Nowhere is first-class teaching more necessary than with beginners, and it is rarely that beginners get it.

Lower school.

English grammar.

Arithmetic.

Euclid.

Of the modern school I cannot give so favourable an account. They learn no Greek, and the time thus set free (about 11 hours

Modern school.

per week) is devoted to Latin, French, German, and mathematics. Some omit German. Some of them are boys whose parents wish them to receive special training for competitive examinations; the others are boys who have been drafted off from the classical forms because of their supposed inability to learn Greek. The boys of the modern school sometimes do the same examination papers in mathematics and French as the boys in the classical forms, otherwise they form a totally distinct classification. It is very remarkable that, although they devote more time to mathematics, they are as a rule beaten in this branch by the classical boys. In French, however, they have the advantage, and considering that they devote nearly four times as much time as the others to this study, it is not surprising.

Examination. I gave papers to these boys in Latin, French, and English grammar. All of them (41) did the Latin paper. They were offered their choice between French and English as a second paper; 28 chose French, 13 chose English. The Latin accidence was good throughout, but in other respects only four out of the 41 Latin papers were good; nine others were fair; the rest were far from good. The French grammar, French accidence especially, was fairly done throughout; but the English grammar papers were, with the exception of two out of 13 papers, deplorably bad. The best boys in Latin were also best in French; English was chosen as a rule by the worst Latin scholars. This may account for their inability to analyse or parse an ordinary English sentence.

Failure of modern school. The modern school on the whole has proved a failure. It has been flooded by indolent boys who have persuaded their parents of their inability to work with the rest of the school, and the general attainments as well as the general tone have suffered in consequence. It has been determined to break up the modern school as a separate branch of the college, and to redistribute the boys in the classical forms for work which they do in common, detaching them from the forms in the hours devoted to Greek.

Drawing. I visited the drawing class, which is a small one, and was very much pleased with some of the specimens, especially the mechanical drawings, and with the careful way in which perspective was taught.

Music. Attendance in the singing class is compulsory on all the juniors (about 100 boys). It is optional with the seniors. I have frequently attended the chapel services and the singing classes, and think the results are quite proportionate to the time given to the study.

Epsom College. At Epsom College are 198 boys (including six day boys) taught by eight resident masters (of whom six are university graduates), and in special subjects by six visiting masters. The school course is very comprehensive, including all branches of a liberal education. The fees are 40*l.* per annum; this sum covers the expenses of board and instruction in all subjects except natural science, which is an extra.

Very full information has been furnished to the Commission respecting the constitution of the college and its working regulations.

The buildings and grounds are all that could be desired for a school, and comprise one large schoolroom, several class-rooms, a day-room, a large courtyard flanked on one side by a cloister, two large swimming baths, six open dormitories, the largest containing 45 beds, rooms for the masters, a house for the head-master, a chapel, and all the necessary offices. Buildings. Dormitories.

A copy of the school report for 1865 has been sent to the Commission, from which will be seen the character of the examination papers given by the University examiners, specimens of the prize compositions, and the proportion of marks gained by each boy in the examination. It will be seen that the proportion which the marks gained bear to the maxima is very high.

I examined the 6th, 5th, and Remove in portions of their work. The Latin prose composition of the 6th, though not of a high order of scholarship was singularly free from grammatical mistakes; their French grammar, dictation and translation good; their Euclid and algebra fair; trigonometry elementary, but good as far as it went. Examination.

The arithmetic of classes B, C, and D was good, and in the cases of six boys of class B and four boys of class C, faultless. This subject must have been very carefully taught. Arithmetic.

The French translation and grammar of the 5th and Remove was likewise very creditable, though the French dictation was not on a level with the rest of the work. French.

The translations of the 5th form, Virgil, were not nearly so good as their translations from the French; but they were fairly proficient in Latin grammar.

Drawing and modelling are taught to the advanced pupils by an artist, to the others by the form-masters, two of whom were educated at training colleges. A very fair standard is reached in both branches. Drawing from models, however, is little practised, the master considering that drawing from the flat is more instructive. Drawing.

Weekly lectures are given in natural science by a professor, who in the course of a year gives a comprehensive course of lectures. It is compulsory on all the boys to attend either the science lectures or the drawing class. Five-sixths of the boys prefer drawing. Natural science.

Every boy is obliged to go through a certain amount of class singing. But the boys are fond of it, and there is no difficulty in obtaining volunteers for the chapel choir. A drum-and-fife band is also kept up by a small subscription. Music.

The school has only been established about 10 years. No great success has yet been achieved at the Universities; but the standard of the boys is gradually rising, and the boys of the 6th form would certainly pass an ordinary matriculation at Oxford with ease. The school is at present confined to the sons of medical men; but it is intended to open it to other persons at slightly advanced Standard reached in upper forms.

terms. This is one of the best schools for the price which I have met with in my district. Nor can I say that the variety of subjects which are comprised in the school course at all impairs the soundness of the teaching in particular branches. It must be observed that as a different classification is adopted for each subject, each form master has, as at Hurst, to teach several subjects.

Classification.

Two proprietary day-schools for sons of tradesmen.

Returns have been sent in by two proprietary day-schools of nearly identical constitution. They are not quite of the same date; but the details of their management are so similar that they may very properly be compared with each other. They are both founded for the sons of tradesmen; the professed object of both is to secure a sound and liberal education at a cheap rate; the terms for day-boys at both schools are 10*l.* a year, reduced to 8*l.* 8*s.* 0*d.* in the case of shareholders. Both are governed by a committee of the proprietors. The committees in both cases exercise a control in the internal management of the school, the appointment of masters, the admission and expulsion of boys, the studies, the discipline and the appointment of examiners; leaving the master very little independence of action. The larger of the schools contains 173 boys, for whom nine teachers, including four visiting masters, are employed at an aggregate expense of 515*l.*; the smaller has 97 boys and employs eight teachers (including three visiting masters) at an expense of 600*l.*

Points of similarity.

The average age of the eldest boys in both schools is between 14 and 15. The school course in both is nearly the same, Greek and German being optional in both, Latin compulsory in one, optional, but learnt by nearly all the boys in the other, and French, Mathematics, natural science and drawing, besides English subjects being integral portions of the instruction in both cases. Both schools are examined annually by examiners appointed by the respective committees; neither of the schools is connected with any particular religious denomination; both are deficient in playgrounds and in general school accommodation. Both schools have been successful in preparing boys for the University local examinations, the smaller and older school being rather more successful in proportion to its numbers than the younger and larger.

Difference of methods.

The methods of teaching, however, differ considerably. In the larger school the best boys are pushed forward at the expense of the class; in the smaller the best boys are kept back by the class, and their intelligence is utilized for the teaching of their duller companions; in one, mechanical precision in such subjects as arithmetic and mathematics is taught before any attempt is made to inculcate the governing principles; in the other, the teaching of the principles is everything, and no boy is allowed credit for the right answer unless he can explain the working; in one, the mastery of strings of facts, such as historical dates and names of places is much sought after; in the other, the mere exercise of the memory is but little appreciated.

The results are what might be expected. The best boys know more in the larger school and can pass an examination for which they have been prepared, with more *éclat* than the best boys of the smaller; but the classes are much more evenly taught in the latter case, and are better able to pass an examination in work which they have not specially got up. Results.

I examined in both schools in several subjects. I have never heard Euclid or arithmetic better taught than at the smaller of these two schools; the greatest pains are taken with the definitions, and though the progress is slow, every step is carefully mastered, and nothing is allowed to be reached *per saltum*. The same painstaking character is observable in the teaching of the Latin text-books and in Latin and French grammar. A passage is translated and re-translated, analysed and parsed, and every allusion, historical and geographical carefully explained, till every boy in the class can reproduce the lesson on paper. In English analysis and parsing the same care is observed. The drawing too bears the stamp of solidity rather than show; accurate outline drawing from the flat and from simple models is insisted upon, very little time being given to elaborate shading, and no colouring being attempted. But in the knowledge of the details of geography and English history the boys are comparatively deficient. Indeed, I am not sure that the principle of training the mind *versus* storing the memory has not been too rigidly adhered to. Examination in first school.

In the other school the boys can work arithmetical and algebraical questions of the type to which they have been accustomed with wonderful rapidity and accuracy. They can repeat strings of names and dates, and assign a name to every spot on a map without hesitation. They can reproduce, too, very fairly, the substance of a lecture in natural science. But in the power of analysis and definition they fall as far behind the pupils of the smaller school as they are ahead of them in information. It is maintained by the master of this school that facts and mechanical processes must be taught first. The principles will come of themselves, or can be explained at a later stage. I have no hesitation, however, in preferring the other process, and think that the boys of the former type are more intelligent when they leave school, and better able to pursue further inquiry for themselves, than those of the latter. I must not omit to mention that the drawing of the larger school is more elaborate, and aims at more finished results (*e.g.*, landscape drawing and colouring) than that of the smaller. In second school.

The disadvantages which both these schools labour under are the want of good buildings and playgrounds, the early age at which boys are removed from the school, and, I think, the excessive interference of the proprietary body. As compared with boarding schools for the same class of boys, the attainments of the day boys are decidedly beyond the attainments of boys of the same age in boarding schools. But their general tone and bearing are Advantages and disadvantages of the two schools.

inferior; there is a want of *esprit de corps* which the constant intercourse of boys in the playground and cricket-field alone can give. Drilling is practised in both schools, and the larger one possesses a small gymnasium in a back-yard. But mere drilling is not sufficient for the purpose, and the exercises of a gymnasium are practised independently by individual boys and require no combination. Cricket and the manlier games are encouraged, but are cultivated under great difficulties, and at a distance from the school. Day-boys, once dismissed from the school, are reassembled with great difficulty; and a playground, to be beneficial to a day-school, must be on the spot.

Want of playgrounds.

Influence of parents.

The masters complain that their efforts are ill rewarded by the parents. The maximum age of the boys is on the decrease, and more and more hurry is displayed to get a boy into business. The mere prospect of getting a certificate at the University local examinations is not sufficiently attractive to the parents, who for the most part grudge the extra guinea which the examination draws from their pockets; and the quicker and more promising a boy shows himself, the greater danger there is of his being taken away, as sufficiently advanced for his vocation. Some device, such as that which has been adopted at Hurstpierpoint, for giving valuable rewards to those who remain long enough at the school to qualify themselves for them, is necessary to check this impatience of the parents to turn their boys' knowledge to account.

Influence of proprietary body.

The ruling principle of schools of this type is economy. In one case the proprietors could not withstand the temptation of declaring a dividend out of the surplus income. The permanent staff is often insufficiently paid, and a great jealousy is evinced towards the introduction of new books, or any apparatus which is expensive. Periodical struggles take place, too, between some of the shareholders and the master for a change in the studies, the abolition of Latin, for example, and the substitution of "something "more useful;" but to do the shareholders justice, the committees are usually well chosen, and have shown a praiseworthy firmness in keeping the standard of education at as high a level as is compatible with the pressure of the more parsimonious of the proprietors. In this respect the authority of the masters has been upheld. They are allowed too, to recommend assistant-masters, and their recommendations are usually adopted. But they have no power of dismissal; and a serious difficulty is often experienced in getting rid of a recalcitrant or indolent subordinate. In one of the schools the very punishment of the boys is virtually in the hands of the proprietors, a record of each punishment and each offence being required to be sent to the parents: corporal punishment is absolutely forbidden. The master, however, in this case professes his belief in impositions and deprivation of marks as sufficient deterrents from misconduct.

Limited authority of head-masters.

Proprietary schools for lower middle class.

There is a type of proprietary schools which I must not leave unnoticed, viz., those schools which are intended for the sons of small tradesmen, artizans, and upper servants, and where the

ground and buildings have been given by private benefaction and subscription, the working expenses being defrayed by a fee of 1*s.* per week or thereabouts. I visited and examined in three schools of this kind. Two were Church of England schools, and had been founded by the clergymen of the respective parishes in which they were situated. The third was intended mainly for Nonconformists, but no denomination of Christians was excluded. In the former the Church catechism was regularly taught; in the latter the religious teaching consisted of short lessons from the Bible. The larger of the two Church of England schools was by far the best. In it were 120 boys, divided into three classes of 40 boys each, a master being allotted to each class. I cannot speak too highly of the instruction and discipline in this school. Without the aid of any other language but English, the leading principles of grammar had been mastered, and the boys of the upper class could parse easy English sentences with great accuracy. Their reading and writing were good, attention being paid to the letter H, and other niceties of pronunciation; they had been instructed in elementary Euclid, and were, for their age, the quickest arithmeticians I had seen. This quickness is secured by the practice of giving a sum to be done five minutes before the close of each school hour; the boys leave school in the order of their finishing the sums, and the emulation which is kindled by this device is quite surprising in its effects. Both elementary geography and history are well taught, the instruction being chiefly oral, and the boys being required to produce the substance of the lecture on paper before leaving school. The drawing of the elder boys in sepia and in pencil from the flat was correct: and the success achieved in class-singing, which is taught by the help of the black-board on the letter and note system, is a convincing proof of the ease and universality with which it may be taught by a competent master. Only about 4 per cent. of the boys are unable to join the class, the rest taking up their parts with great precision. The discipline of the school is faultless, and no other punishment is found necessary than the deprivation of marks.

Church of England school.

Character of instruction.

English.

Euclid.

Arithmetic.

Geography and history.

Drawing.

Sepia.

In the Dissenters' school and the second Church of England school the allowance of masters is only one for 80 boys, instead of one for 40, as in the school last described; and the standard of instruction is proportionately lower. But it is astonishing to see how much can be done by zealous men even under these circumstances. The teaching is elementary, but sound. The elder boys in both schools can parse simple sentences without a mistake, can write well, can work sums in practice and vulgar fractions accurately, and are fairly stocked with a knowledge of English history, general geography and physiology. In the Dissenters' school they are also taught simple outline drawing and class-singing.

Proprietary school for Dissenters.

I must here anticipate my account of the private schools by stating that in no case of a private school for this class of children did I find results anything like equal to those produced by the schools I have just noticed. The buildings of the private schools

Inferiority of private schools for this class of children.

are invariably inferior, the discipline more lax, and the instruction more fragmentary and less comprehensive; whilst the absence of all supervision leaves the boys to the mercy of an indolent or an ignorant master. I will add, moreover, that the boys of the first of the last-mentioned schools are much better trained and better informed when they leave school than the boys of five-sixths of the private day-schools, with terms varying from four to six guineas a year, which have come under my notice. The reason is not far to seek. The patron of the proprietary school takes none for masters but those who have proved themselves competent elsewhere: the masters of private schools of this class are very frequently men who have proved themselves incompetent for all other occupations, and who take to teaching as a *pis aller*.

PRIVATE SCHOOLS.

It is very difficult to classify units which possess so few points of similarity as the private schools. Some are schools confining their benefits to the members of a particular social rank or a particular profession, or a particular creed. Some are merely nurseries for the public schools or for some special public school. Others are rivals of the public schools, and are patronized by those parents who have reasons, good or bad, for preferring them. The most useful classification I can think of for the purpose of my report is one based upon *fees*. I propose to throw into one class all those schools for boys in which 50 guineas and upwards is the sum paid for board and instruction, or 12 guineas and upwards for instruction simply; to throw into a second class the schools whose fees range from 20 to 50 guineas for boarders, or from 6 to 12 guineas for day-boys, and to consider all those whose fees fall below the last-mentioned as a third class. These classes will correspond with the upper, middle, and lower sections mentioned at p. 115 of my report.

Classification of private schools based on fees.

In preparing the tables of the different kinds of schools I have made one exception to the above classification,—viz., in the case of preparatory schools, which I have included in one table.

Preparatory schools included in one table.

In the first place it is to be remarked that most of the schools of the higher pecuniary standard, are schools for boarders only. Here and there favour or ties of blood and other relations may admit a day-scholar or two. But in this class of school such admixture of day-boys is very rare, and so trifling in amount, that the character of the school is not affected. But these boarding schools are of very different types. One or two are conducted on what is called the public school system. The instruction is carried on by or under the eye of the head-master; but the discipline out of school is left to the boys themselves. They have monitors with limited powers of fagging and punishment: appeal to the head-master for breaches of the code of morals current in the school is allowed, but not encouraged; great latitude in school-bounds, frequent leave of absence from the school premises in play-hours, reliance on a boy's ambition as a stimulus for work and on the opinion of his schoolfellows as a check upon misconduct, are acknowledged as leading principles. Whenever monitors are allowed, I observe that the choice is made for moral rather than for intellectual qualities; and the account given by the masters themselves of this mode of maintaining discipline is uniformly good. One master told me that "the spirit of the age required a system "of this kind; all boys, whether educated at home or at school "are more independent of their parents than they used to be, "and private schools as well as public schools must teach boys "the habit of self-control." How different is the spirit which governs the other and more frequent type. In one of the above schools the boys are never allowed to be out of sight of the master, or of that unhappy compound, half-servant, half-policeman

Upper classes prefer boarding schools.

Private schools adopting public school system.

Surveillance.

—the usher. Each bedroom has its peephole in the door, and the boys are taught to feel that the master's eye is always upon them. "A boy must be watched, sir; a boy out of sight is a boy at mischief." It seems somewhat rash to condemn a school upon the results of one visit. But no number of visits could efface the impression received from a glance at one of the schools where the strictest surveillance was observed. The eye and voice of the master were certainly a terror to the boys; but when he turned to speak to me the demure faces resolved into grimaces, and the maximum of misrule consistent with comparative silence took its course. And when, finally, the master passed out of the schoolroom into the playground, the boys simply detached one of their number to watch at the window, whilst the rest danced and yelled about the room. I could not tell whether the master observed it. He seemed at all events to be very contented with the conduct of the boys.

Obstacles in in the way of granting liberty to boys

I heard complaints in some of the large towns, and especially at the seaside, of the mischief done by boys left to roam at large. One boy had taken a boat and gone out to sea, had been picked up by fishermen, and landed at a distant part of the coast. Another had got into debt at a public-house; and so forth. But no distinction could be made in these cases between boys at public, and boys at private, schools. It may be taken for granted that, whatever the masters may think of the blessings of liberty for a boy, the old ladies in the neighbourhood are sure to give a bad name to the school where such liberty is allowed. And farmers have as great a dread of the roving schoolboy as old ladies have. At two private schools, which are situated quite in the country, I was informed that the boys were obliged to be attended in their walks by a master, because of the complaints made of their trespassing. In towns, the absence of a playground and the unwillingness to trust boys to the care of an usher often force a latitude in giving leave of absence on a master who might under other circumstances be averse to it. But the accounts given of their boys by masters who allow them a moderate amount of liberty are uniformly good; and I find, especially in the upper class of schools, a growing tendency to relax the surveillance of boys out of school hours.

Moral tone of private schools as described by masters.

I find it nearly impossible to give a trustworthy account of the "moral tone" of boarding schools. I have been unable to form an independent opinion. And more reliable evidence could be obtained by examining before the Commission a few boys educated at private boarding schools than I have been able to obtain in the course of my inspection. It was impossible to examine the boys privately, and it was almost equally impossible to examine the ushers. A proposal to do either would have offended the principals, and an examination of the ushers would have exposed them to annoyance and perhaps to dismissal. I can only repeat what was told me by the principals themselves. Many of them assured me that they were "quite certain no vice existed in their schools;" only two or three acknowledged the existence of "vice," and their inability to put it down. One of them went so far as

to say, it would be better that boys should never leave home than learn what they did at a boarding-school. But his objection extended to all kinds of boarding-schools, public as well as private; and, indeed, I am unable to state whether there is any difference between them in this respect. I should be glad to think that the moral tone in all classes of boarding-schools was as healthy as by the masters it is represented to be.

Punishments in use in upper schools.

An analysis of the returns furnished by 22 of the upper or more expensive schools, which are almost exclusively boarding-schools, yields the following results with respect to the punishments in use:

In 16 out of 22, or about 73 per cent., corporal punishment of some kind is in use. But it is in almost every case stated that the use of the cane or the birch is very rare.

In all of them "impositions" or "tasks" constitute the chief mode of punishment.

Deprivation of play is a punishment used in four schools. Solitary confinement, either in the bedroom or other rooms, in four schools.

In one school it is found that "reproof" is usually a "sufficient punishment for any transgression of morality." Where it fails, "moderate tasks" are given.

In none of them is an assistant allowed to inflict corporal punishment.

In the majority an appeal lies from the assistant to the principal for other punishments.

The offences for which different punishments are inflicted are not often specified. Lying, indecent conduct, swearing, insolence, and "moral offences" are specified amongst the sins for which corporal chastisement is inflicted. Idleness is the chief offence for which impositions are given. Fines and stoppage of pocket-money are punishments occasionally given for carelessness and breaches of school rules.

In middle schools.

Of the *middle* schools, 11 out of 19, or 58 per cent., allow the use of the birch or the cane. Impositions occur among the punishments in 17 schools, detention in play hours in four, fines (inflicted for "disorderly conduct") in *one*, loss of dinner (for "neglect of learning lessons") in *one* school of this class. One of the masters says that "censure is generally found sufficient; if not, impositions."

Among the offences which bring down corporal punishment are mentioned lying, thieving, swearing, disobedience, immorality.

No assistant is allowed to administer corporal punishment in any of the schools.

In three schools punishments of whatever kind are inflicted by the principal only; and in several of the others an appeal lies from the assistant to the principal.

The returns sent in by the schools of a lower order are so fragmentary that they do not admit of collection and classification. But my impression, derived chiefly from conversation with different masters, is, that corporal punishment is less objected to in these than in the middle schools.

Comparative drevalence of corporal punishment in endowed and proprietary schools.

An examination of the papers of the endowed schools will show that the birch or the cane is in use (though in some cases its use is stated to be very rare) in all the endowed schools, and in seven out of nine, or 77 per cent., of the proprietary schools. Of the two in which it is forbidden, one is a school of the middle class, the other a school for upper servants and small shopkeepers.

Opinions of schoolmasters on corporal punishment.

The accounts given by schoolmasters of the efficacy of corporal punishment differs very widely. Dr. Lowe, of Hurstpierpoint, says that "it is a positive kindness to the boys." A private schoolmaster in Sussex told me that the discipline of his school had been "ruined by the exclusion of the cane." On the other hand I have been told that it was "degrading" and "unnecessary." A comparison of the different kinds of schools shows, however, that where a schoolmaster is left entirely to himself he generally chooses the sharp remedy of the cane, even for inattention and idleness, rather than have recourse to what are called the less degrading punishments of extra tasks and detention. These are so slow in their execution, and entail so much confinement, and such a loss of air and exercise, that the boys, if left to their choice, would generally prefer to smart under the birch than write an imposition. And the masters who use the cane deny most emphatically that a boy feels any sense of degradation from the punishment. Parents, especially those of the middle class, object to it, and the private schools are obliged to yield. Two cases have been cited to me of schoolmasters in my district, who, within the last ten years, have been known to abuse their licence to inflict corporal punishment. One was the convict, Hopley; the other was an under-master of an endowed school, who had been summoned before a magistrate and fined for cruelty to a boy. Such cases have a marked effect on the schools in the neighbourhood of which they occur. But they are, happily, very rare. The last accusation which I should be disposed to bring against schoolmasters as a class would be cruelty to their pupils.

Accommodation given in private schools.

The accommodation, both in respect of day-rooms and sleeping-rooms is, in the upper class of private schools, with few exceptions, satisfactory. In fact the domestic arrangements are always looked after by the parents, when they place a boy at a school, and these and the diet often form the sole objects of their attention. The proprietors of private boarding schools are generally very ready to show a visitor over their establishments, and are for the most part very proud of the extent and comfort of their houses. One of the boasts of the good boarding-schools is that boys are treated as if they were at home; and certainly, as far as the furniture of the sitting-rooms and bedrooms, the appliances for washing and other domestic uses are concerned, the boast is not an idle one. The expensive schools are often lodged in private dwelling-houses which possess large reception-rooms, and several private schools, which have been established long enough to be secure of getting pupils, have been well provided by their owners with adequate schoolrooms. But this is far from being generally the case. More than half the schools I visited were held in dwelling-houses,

the rooms of which were never intended for, and were grossly inadequate to give proper breathing room to, the number of persons crowded in them. The humbler schools, and especially the schools for girls, are as a rule badly housed. In one instance I found 26 pupils in a room 16 feet square and barely nine feet high. In another instance 23 pupils in a room 16 feet long and ten feet broad and about ten feet high. And I found 39 boys buried in what was literally a cellar—low, dark and stifling. If inspection of schools were needed for no other reason, sanitary considerations alone would dictate it.

Example of insufficient accommodation.

With regard to the ventilation of school-rooms, it is obvious that no school-room is really good unless the air can be kept pure whilst the windows and doors are shut. In the hot summer months, during which most of my visits to schools were made, it was common to find the air unbearable, unless windows and doors were kept open. What must it be in winter, when the outer cold has to be shut out as well as the outer air let in?

Ventilation.

With regard to the sleeping accommodation it must be remarked that, where schools are lodged in private dwelling-houses, the sleeping-rooms usually differ in size. Thus, whilst the sleeping-rooms on the first and second floors are often on the most satisfactory scale, the upper rooms are much less airy and roomy. In large towns, too, like Brighton, private dwelling-houses have little or no clear ground attached to them, and the boys are cut off from out-door exercise, except at those times when they can go to the cricket-fields or the downs or commons—usually at some distance from the schools.

Sleeping accommodation.

Absence of playgrounds.

Annexed is a Table of the cubical contents of the bedrooms in some of the private boarding schools of the upper class (preparatory and non-preparatory):

TABLE L.

Table L.

Upper Schools.

	Cubical Feet.	Number of Boys.	Cubical Feet per Boy.
(1)	8,841	24	368
(2)	11,033	20	551
(3)	8,700	18	483
(4)	26,592	25	1,063
(5)	9,612	17	565
(6)	43,607	91	479
(7)	17,000	32	531
(8)	44,466	52	855
(9)	22,608	37	611
(10)	15,000	30	500
(11)	11,097	27	411
(12)	12,200	40	305
(13)	20,305	42	483
(14)	18,144	22	824
			8,029

Average, 573 cubic feet per boy.

I have prepared a similar table for the middle class of boarding-schools which it may, perhaps, be convenient to introduce in this place.

Table M.

Middle Schools.

TABLE M.

	Sum of cubical contents in feet.	Number of Boys.	Number of Cubic Feet per Boy.
(1)	2,584	6	430
(2)	27,301	120	227
(3)	1,701	6	283
(4)	5,164	20	258
(5)	15,190	58	262
(6)	5,586	18	310
(7)	10,000	30	333
(8)	7,911	34	232
(9)	4,000	26	154
(10)	7,082	17	416
(11)	18,000	40	450
(12)	3,213	13	247
(13)	6,500	25	260
(14)	4,200	6	700
(15)	5,648	16	353
(16)	7,160	24	298
			5,213

Average, 325 cubic feet per boy.

Insufficiency of sleeping accommodation in "middle" schools.

A comparison of the last two Tables will show that the sleeping accommodation of the second class of private boarding schools is far below that of the first, and far below the allowance thought necessary in modern proprietary schools. The allowance at Lancing is upwards of 700 cubic feet; at Hurst upwards of 500 cubic feet per boy. And the amounts of playground accommodation in the two classes of schools bear about the same relative proportion to each other as their respective amounts of breathing room. A very great improvement in both these respects is, in my opinion, very requisite in all but the highest class of schools.

Qualification of principals of private schools.

It often occurred to me during the course of my inquiry that a knowledge of the previous history and previous training of the teachers would be invaluable as a clue to the state of a school. But this was a kind of knowledge which, in the case of private schools, I found it was by no means easy to obtain. The masters of grammar schools and proprietary schools are, as a rule, appointed by responsible bodies who require some test, either in the shape of testimonials, degrees, or probationary service, of the fitness of their nominees; but where every man or woman is allowed to compete for pupils as a source of profit, without producing any diploma or certificate of competency, it is not surprising to hear of a few successful impostors. They are found out sooner or later, but not till they have done a vast amount of mischief. I am

unwilling to repeat as authentic the various scandalous stories of speculators in the trade. I give one or two specimens for what they are worth, for I had no means of testing their truth; but I was told of a man who, professing to keep a large school in a flourishing town, really spent the bulk of his time in a country house, where he took one or two of his pupils as companions in hunting and shooting; of a milkman who, finding his trade dull, took a large house, engaged a good under-master, and opened a school. Keeping school proved more profitable than selling milk; and the worthy principal had the good sense to confine his share of the teaching to reading a chapter from the Bible once a day.

Preparatory schools.

I have endeavoured to ascertain in what proportion University graduates and persons with other credentials exist in different classes of schools.

Of 19 expensive preparatory schools for boys, whose circulars are before me, ten are stated to be conducted by ladies; two of them have the assistance of "University graduates," seven of "assistant masters" or "tutors." The remaining one is conducted by ladies, without assistants. Four are conducted by graduates of Oxford or Cambridge; one by a graduate of Aberdeen; two by private gentlemen who have no diploma, but have the assistance of graduates; two by the same class, without such assistance.

Upper schools.

Of 23 upper non-preparatory schools eight are conducted by graduates of Oxford or Cambridge, five by graduates of other universities, one by a Fellow of the College of Preceptors, two by Members of the same college, seven by gentlemen without diplomas.

Middle schools.

Of 24 "middle" schools not one is conducted by a graduate of Oxford or Cambridge; two of the principals are graduates of other universities; one has the title of L.C.P.; three that of M.C.P.; five are trained schoolmasters; 13 have no diploma or degree.

In the lowest section of schools I do not find any master who has any recognized credentials.

Incompetency of teachers.

A glance at the answers to the printed questions brings out the poverty of expression, the want of intelligence, and in some instances the want even of elementary training which some of the masters of the lowest section of private schools display. I find questions with answers all awry, *e.g.*, What punishments, if any, can be inflicted by the master only?—Immorality. What causes are usually alleged for occasional absence?—Foolish indulgence. From what distance do the day-scholars come?—From Norfolk on the one side and the borders of Sussex on the other. And so forth. The terms in which the name and description of the masters are given in answer to a question intended to elicit their *legal* description are sometimes quaint; *e.g.* "A. B. a God-fearing man, &c." "C. D., age 41 years, middle stature, moderate attainments, member of a dissenting Christian church." "E. F., 59 years of

age, 5 ft. 10 in. high, dark eyes and hair." Very little is perhaps to be inferred from these eccentricities, but the communications of a schoolmaster ought to be free from misspelt words, such as I find in my returns; *e.g.*, 'disaprove,' 'avarage,' 'inaplicable,' 'seperate,' 'seperately,' 'accomodation.' I am not so much surprised at finding the gentleman of moderate attainments stating his chief difficulty to be "The *vis inertia*, which is to be overcome by setting forth the advantages of knowledge"

Letters from schoolmasters.

Some of the letters which I have received in answer to my inquiries from the masters of private schools of an elementary kind betray the same symptoms. I give two specimens.

(1.) "Sir,—Relative to your intended visit, and, I think it right to inform you, that in consequence of very bad health, my school will be in other hands, or closed by me very shortly, indeed, my health is such, I cannot go into any detail. I am, &c. * * * ."

(2.) "Sir, * * *'s Private School, ——. The Boys' School. The course of instruction embraces all the usual branches of a first-class education; terms writing and cyphering, 6*d.* a week. The above, with writing in book, tables and grammar, and geography and book-keeping, 9*d.* a week; the principles of the Church of E., no boarders, the No. of pupils 36, very poor school. Dear sir, my health being so bad it *his* a great hurt to me, I have teach 38 years. I remain, * * * , WILLIM * * * ."

Whilst I am on the subject of the shortcomings of teachers in the humbler kind of private schools, I take the opportunity of quoting extracts from the letters addressed to me by one or two schoolmistresses.

Letters from schoolmistresses.

(1.) "Sir,—As my school is only a day-school of so little importance and quite an infant school, therefore I did not think it worth while to return the schedules, as they are only commencing their education. I remain, &c."

(2.) "Mrs. * * * , which was Mrs. * * * beg leave to say her school was discontinued in the year 62, and the room is now turned into a cottage."

(3.) "Sir,—I have filled up the enclosed papers with as much precision as I felt the inquiry *warrented*, as I do not approve of any examination for private schools, more especially for Ladies, but . . . . I have returned the forms, otherwise it was not my intention to do so, and I now fear you will find them incorrect, as I do not profess to understand why all these questions are put, and answers required, and if wrong you will please excuse it. I am, &c. . . . ."

(4.) "Sir,—Not seeing I can in any way aid you by answering the many questions sent to me, I therefore have sent the *scheduels* back, mine being a preparitory school, and entirely under my own control; one thing I do, is to endeavour to make it as much like home as I possibly can, *and have therefore no stated regulations or rules in the school*, teaching them according to their years, and feeding them on a change of diet suitable to the age or appetite. Trusting the above will be satisfactory, I am, &c."

It would be unfair, however, to conclude from the slips which occur in a few papers, and those sent in by the humblest class of teachers, that there is a general lack of cultivation among the proprietors of schools. This is far from being the case; many of the papers bear witness to the thoughtful anxious spirit in which the question of education is approached, the appreciation of the difficulties with which it is surrounded, and the desire to remove them. From those who have "manifold difficulties" to those who have "none" is a great interval. But this is filled up by a series of complainants against the indulgence and indifference or the want of co-operation of parents, their yielding to the fancies of their children, in matters of food, study and discipline; the want of some stimulus to industry which will operate on a class of boys as well as on individuals, and the want of some effectual punishment which will not be objected to by parents. General intelligence of teachers.

The most fertile source of complaint is the incompetency of assistants. I am not in a position to say whether the principals of private schools are as highly trained as they ought to be; but I am sure that there is a vast interval between them and the class of "assistant masters." I am not speaking now of those expensive schools where three or four University graduates club together for the purpose of teaching, or of those, again, where the established reputation of the school has induced highly educated men to take situations as under-masters. These are comparatively few, and educate the uppermost section of the English people. I am thinking chiefly of those schools which educate the middle of the middle class. It is not unusual to find a well-trained principal at the head of a wretched lot of assistants. The head-master has no objection to *teach* his boys, whatever may be their social rank; but he does not care for them as companions. The boys out of the school-room have to be taken to cricket, to bathe, or to walk—(the principal usually walks with them to church)—and some one must be found to do it. Hence the usher—"the great bane of private "schools," as I was told by a man who had himself been an usher, but was then the principal of a school. And yet the usher is a necessity in all but the exceptional cases where the head-masters themselves are fond of boyish sports or boy's society. Where the boys are of a higher rank than the master, or of the same rank with him, this companionship not unfrequently happens. On referring to the papers of the expensive schools, however, I find that in one, where the fees are from 65 to 80 guineas per annum, an "assistant" is employed, whose wages are 40*l.* a year. In another of the same class, the care of the boys out of school is entrusted to a drill-sergeant. But where the relative rank of teacher and pupil is changed, the existence of the usher becomes the rule, and the intercourse of the master with the boys is often confined to teaching and punishing. Assistants.

The picture given of their assistants by the principals of schools is somewhat startling. One gentleman, who had conducted a school for more than 40 years, discovered on the day after the arrival of an assistant that he was a drunkard, and yet he kept this

Salaries of assistants.

man six years. "He was a very good master when he was sober, "and I was not certain of getting a better," the employer said. Another told me of an assistant who, on the first Sunday after his arrival, hired a gun and took some of the boys out shooting. And I heard of several assistants who had been obliged to decamp suddenly for some disgrace—usually for debt. "They are all "scoundrels, sir," one old gentleman told me; "they never stay "with you more than six months, and their only principle is to do "as little work as they can." I should be sorry to endorse this proposition, especially with instances before me of assistants who have married the daughters of their principals—a common way of succeeding to a school business—and I presume that these at least must have been respectable. But what are the inducements to respectable men to take the situation of an assistant at a school?

A glance at the tables P. and R. which will be found later in this report will give a general idea of the salaries paid to assistants in the different classes of private schools. In the upper preparatory schools the highest salary given to a general assistant is 135*l.* per annum, with board and lodging; the lowest is 50*l.* It is not stated, in many cases, whether the assistant gets his board besides the salary mentioned. But assuming this to be always the case, the average annual salary of a general assistant would be 80*l.* with board and lodging; or (omitting the most expensive school) 64*l.* with board and lodging.

In the upper non-preparatory schools the highest salary for a general assistant is 200 guineas with board and lodging, the lowest 40*l.* The average salary (making the same supposition as before) is as nearly as possible 100*l.* a year with board and lodging.

In the middle schools the highest salary is 100*l.*, the lowest 20*l.*; the average being 41*l.* per annum.

In making the above computation I have omitted visiting masters, French and German masters, governesses and pupil teachers, whose scales of remuneration are even lower.

In the lowest class of schools no assistants are employed, the proprietor dealing single-handed with as many pupils as he can get.

These are the wages of upper servants, not of teachers; and, if there were no other difficulty in the way, the low scale of remuneration would be quite sufficient to deter a man from the profession so long as he could pursue any other calling.

Distinctions gained by private schools.

In table P, which will be found at pp. 177 and 178 of this report, I have introduced, in a concise form, the distinctions gained at the Universities and elsewhere by the upper class of private schools. There may be other schools with richer lists, but I presume that these (which are the only ones I have to consult) are a fair sample of the class. These schools do not, as a rule, train boys to take high distinctions at the Universities—success in this line must be looked for elsewhere. The field of distinction comprises the different military examinations and the local examinations of Oxford and Cambridge. One or two of the schools, too, have had their

most promising boys drafted off at an early age to the great public schools, where they have gained open scholarships.

University local examinations.

For the information respecting the effect of the University local examinations on schools of different kinds I am chiefly indebted to Mr. Barclay Phillips, the secretary to the Sussex board for local examination, who has kindly furnished me with the statements made by him at two public meetings, held in June 1863 and March 1865 respectively, and also with a list of the successful candidates in the years 1858-1861 inclusive. The subject has also entered into the communications which I have had with different gentlemen and ladies taking part or interested in education. But I have had a very little opportunity of examining in the schools which furnish the successful candidates for these examinations. It has been a subject of regret to me that out of 28 schools which have passed pupils at one or other of the local examinations held at Brighton only five have opened their doors to me for the purposes of examination, and three of these are proprietary schools. I am, therefore, not in a position to form an independent judgment of the extent to which the success of these schools in preparing picked candidates is a measure of their general efficiency. One of the three proprietary schools above referred to is a school for the upper classes, and the presence of some of its boys at the earlier local examinations is due more to the public spirit of the principal, who was anxious to promote them and to remove the stigma which the term "middle-class examinations" (the title by which they were first known) was supposed to carry with it, than to any desire to compete for the distinctions they offered. The attempt seems to have been successful. I am assured by Mr. Phillips that the change of name from "middle class" to "local" has had a beneficial effect, and that many private schools, which at first were shy of sending in their boys, have now no hesitation in doing so.

Effect of the term "middle class" in deterring candidates.

Class of schools from which candidates are sent up.

In fact, with three exceptions, the private schools, which have competed, all belong to what I have called the "upper schools," or schools where more than 50*l.* a year is charged for board and education. The two proprietary schools which, besides the high-class school I have instanced, furnish candidates for these examinations are both day-schools for the sons of tradesmen. The remaining school is a private boarding-school for boys of the same rank.

Comparative success of Brighton in passing candidates.

With regard to the success of Brighton as compared with other places, Mr. Phillips, in June 1863, stated as follows:

"As far as Brighton was concerned, 366 candidates had been examined, of whom 238 had passed, being at the rate of 65 per cent., or more than 12 per cent. higher than the general average throughout the country. Therefore Brighton had no reason to be ashamed of itself, although on the present occasion it did not shine as it had done. In 1860 Brighton stood at the top, and Sheffield was second, and they were very sharp "blades" down at Sheffield. Brighton had been once at the top of the list, and three times second. One circumstance rather peculiar was that Brighton had always stood lower at the Oxford than at the Cambridge Examination. He had endeavoured to find out an explanation, and he partly ascribed the reason to Oxford, for the first three years, only allowing boys to go in as Juniors up to 15 years, while Cambridge took up to 16. He knew many boys were obliged to enter themselves at the Oxford Examinations as Seniors who were below 16, and consequently they

were unable to compete fairly with lads of 17 or 18, and consequently failed. Brighton contained about 200 schools, of which about 100 were ladies' schools, 100 were boys' schools; and about 50 of the 100 boys' schools were preparatory schools, so there only remained 50 schools in Brighton whose boys could come up here. Of these boys, only 3½ per cent. had taken part in these Examinations. It had been asked, "Why so few?" But it was not a few when compared with the whole country; in fact, the number that had been examined was greater than Oxford itself expected."

In March 1865 the same gentleman made a statement to the following effect:

"The total number of boys examined up to this time by both Universities was 11,775, of whom 5,776 passed, giving a per-centage of nearly 50 per cent., so that one-half of the boys who had asked the Universities whether they had been industrious were told emphatically—yes. It might be asked what had Brighton done? It had not stood still in the past year, but it had rather oscillated. Last Midsummer only 29 boys went up for the Oxford Examination, and only 11 passed, just 38 per cent.; so that Brighton did not shine very brilliantly. Lincoln sent in 13, and passed every one, passed 100 per cent., while Brighton was at the bottom of the list. Last Christmas, 47 boys entered at Brighton for Cambridge, 2 fell ill, and out of the 45 examined, 36 passed with success, being exactly 80 per cent. Last year there were more towns than usual; and Brighton recovered its position to a great extent. It was not at the bottom, but a little below the centre, just below London, and as Brighton was called London-super-Mare, if it kept the position just below London they need not be ashamed. Once before Brighton passed 80, once 88, and, on an extraordinary occasion, 90 per cent. Of those boys who entered for the last Cambridge Examination, 28 Juniors entered for English composition, grammar, history, geography—a thorough good, stiff, honest examination; and of those 28 who went in for English, 2 passed with distinction and only 1 failed. Brighton sent in for Latin 33, and 24 passed; 15 for Greek, and 10 passed; 44 for French, and out of that number 39 passed and 2 with distinction; 15 went in for German, a stiff language, and 11 passed, 1 with distinction, and he a French boy, more honour to him; and 40 went in for mathematics, and 24 passed. Eleven Seniors went in for the higher range of English history, and 6 of them passed. He had no doubt the number was induced by the prize he offered, but as none of them were sufficiently high to gain it, he was the richer by a guinea. Fourteen went in for drawing, and 5 passed; 3 for music, and none passed; so that the Fine Arts did not succeed at present. Only 4 of the Juniors, and 2 Seniors only, failed in their preliminary. The preliminary was that compulsory part of the Examination which every boy must go through—arithmetic, geography, History of England, grammar, and writing from dictation without a fault. If he failed in any one of these he failed altogether. There was one feature of the last Examination which, to him, was particularly gratifying, and, from what the mayor had said, he believed would be to His Worship also. It was this. Last year a great many more Brighton and Sussex boys,—boys born on the spot and educated on the spot,—were sent in than usual: 10 to Oxford and 21 Cambridge; and of these 31 natives of Sussex, 22 passed, or very nearly *58 per cent. Taking general results, Brighton had sent up 486 boys, 318 of whom passed their Examination, or 65½ per cent., being 16½ above the general average of the whole country, which bore out what the mayor had said, that Brighton stood higher than most other towns."

Analysis of lists of successful candidates in the years 1858–1861 inclusive.

I have analysed the list of successful candidates furnished me by Mr. Phillips, for the years 1858, 1859, 1860, and 1861. I wish I had materials for prosecuting the investigation down to the present time. The annexed table, which contains the results of my analysis, shows that, with one or two notable exceptions, the schools can only manage to send in from one to two qualified candidates a piece for each examination. The most remarkable of these exceptions is the private school marked *e*, which once passed 10, once 9,

* I find on inquiry that this should have been stated as 71 per cent.

TABLE showing Number of Candidates *passed* at Local Examinations, held at Brighton in the years 1858 to 1861 inclusive.

		No. of Boys in School.	1858.		1859.		1860.		1861.		Total Juniors.	Total Seniors.	Grand Total.
			Oxf.	Camb.	Oxf.	Camb.	Oxf.	Camb.	Oxf.	Camb.			
Endowed School	a	?	—	1 (Jr.)	—	—	—	—	—	1 (Sr.)	1	1	2
Proprietary Schools	b	213	—	6 (Jr.)	1 (Jr.)	1 (Sr.) 2 (Jr.)	—	1 (Sr.) 1 (Jr.)	1 (Sr.)	—	10	3	13
	c	97	—	—	2 (Jr.)	6 (Jr.)	4 (Jr.)	1 (Sr.) 6 (Jr.)	—	1 (Jr.)	19	1	20
	d	173	—	—	—	—	—	—	—	1 (Sr.) 1 (Jr.)	1	1	2
Private Schools	e	60	4 (Sr.) 1 (Jr.)	8 (Jr.)	3 (Sr.) 7 (Jr.)	5 (Sr.) 2 (Jr.)	4 (Sr.) 1 (Jr.)	(1 Sr.)	4 (Sr.) 5 (Jr.)	3 (Sr.) 4 (Jr.)	28	24	52
	f	120	—	1 (Sr.) 1 (Jr.)	1 (Sr.) 1 (Jr.)	1 (Jr.)	—	2 (Jr.)	—	—	5	2	7
	g	?	—	2 (Jr.)	—	1 (Sr.) 3 (Jr.)	—	—	—	—	5	1	6
	h	?	—	1 (Jr.)	2 (Jr.)	1 (Jr.)	—	—	—	—	4	0	4
	i	?	—	3 (Jr.)	1 (Jr.)	—	—	1 (Jr.)	—	1 (Sr.)	5	1	6
	k	?	—	1 (Jr.)	—	—	—	—	—	—	1	0	1
	l	?	—	1 (Sr.)	—	—	—	—	—	1 (Jr.)	1	1	2
	m	?	—	—	—	—	—	—	1 (Jr.)	3 (Jr.)	4	0	4
	n	?	—	—	—	—	—	1 (Sr.)	—	—	0	1	1
	o	?	—	—	—	—	—	—	3 (Jr.)	—	3	0	3
	p	?	—	—	1 (Sr.)	1 (Sr.)	—	—	—	—	0	2	2
	q	40	—	—	—	—	—	—	—	1 (Jr.)	1	0	1
	r	44	—	—	—	—	—	1 (Jr.)	—	2 (Jr.)	3	0	3
	s	?	—	—	1 (Jr.)	—	—	1 (Jr.)	—	—	2	0	2
	t	—	—	—	2 (Jr.)	—	—	—	3 (Jr.)	1 (Jr.)	6	0	6
	u	?	—	—	—	1 (Sr.)	2 (Jr.)	—	1 (Sr.) 4 (Jr.)	2 (Jr.)	8	2	10
	v	?	—	—	—	2 (Jr.)	—	—	1 (Sr.) 1 (Jr.)	—	3	1	4
	w	?	—	—	—	1 (Jr.)	—	—	—	—	1	0	1
	x	?	—	—	—	—	1 (Jr.)	—	—	—	1	0	1
	y	35	—	—	—	—	—	1 (Sr.) 4 (Jr.)	1 (Sr.)	2 (Jr.)	6	2	8
	z	?	—	—	—	—	—	—	1 (Sr.)	—	0	1	1
	z	?	—	—	—	—	—	—	1 (Jr.)	—	1	0	1
		Totals	5	25	22	27	12	21	27	24	119	44	163

once 8, twice 7, and twice 5, of its pupils, and altogether passed 52, or nearly one-third of the whole number of successful candidates furnished by Brighton. On such a school as this the effect of the

examinations must have been good. I have been informed that the master, who is now dead, repeatedly sent in nearly the whole of his first class for the examination. And this brings me to the complaint which has been made to me by many gentlemen with whom I have conversed on the subject. They say that the local exmainations are a direct encouragement to the fattening of prize boys at the expense of the classes. "What we want is, not an examination of picked boys, but an examination of classes." I must confess that in two schools I noticed some of the ill effects complained of. The boys who were preparing for the next "Local" were not taught with the class, but were put into a kind of hot-bed by themselves. On the other hand one of the proprietary day-schools on which I have commented elsewhere manages to send in 5 or 6 successful juniors a year without detaching them from their more backward class-mates. Another complaint is, that the standard of these examinations is far too high for average boys, especially in languages. The Universities of course may choose the standard to which a youth must rise to gain the coveted certificate. What I am concerned with is this. Success at these examinations is not necessarily a test of the soundness of a school. More than one schoolmaster complained to me that he would have to neglect his average boys, if he simply aimed at success in the local examinations. And some kind of test, whether it be conducted by the Universities or not, is wanted, by which the ordinary boy may be tried, and the teacher rewarded for the extent and impartiality of his general instruction as well as for the intensity of his efforts in forcing choice specimens.

Cambridge usually preferred to Oxford.

As a rule, I find that the Cambridge examinations are preferred to those held by Oxford. It is found easier to succeed at the former than at the latter: and it will be seen, on consulting the table, that against 66 candidates passed at the Oxford examinations Cambridge shows 97. The chief reasons assigned for this preference were, (1) that Cambridge fixed a rather later age for junior candidates, (2) that in language, Cambridge set fixed authors and portions of authors, whilst Oxford only fixed the subjects, for examination. The latter system was thought too vague to be reliable; whilst it was always possible by making the Cambridge subjects the class subjects for the year, to get a sufficient mastery of them for the next examination. Now, it seems to me to prove that the latter system admits of more cramming than the former. It is possible, by going over a book a sufficient number of times, to enable a boy by the exercise of his memory, to translate even the difficult passages; but the same boy may be quite at a loss if he come to an unseen piece of even an easy character. It requires, however, more knowledge of the character of the two examinations than I possess, to compare their merits. The Commissioners probably have before them some trustworthy evidence on this point. Every one will be agreed that that system, which admits of least cramming, will best obviate the most prominent of the dangers with which this kind of competition is fraught.

Another obvious feature of the Local examinations is that they are too expensive to be available to the great mass of middle-class schools. I have pointed out, that by far the greater number of the schools which have hitherto competed at the Brighton centre educate a class above that of the ordinary farmer and tradesman. It seems at first sight an advantage to make the award of certificates dependent upon some sacrifice on the part of the parents. If the certificate is to be worth having, it is thought that it ought to be worth the small payment which is exacted of the candidate. Now, at Brighton, each candidate pays a fee of two guineas —one guinea to the examining University, and one guinea to the Local Board—towards defraying the expenses. The masters are unanimous in saying that this is too high a fee. Parents cut down the expenses of a boy's schooling to the last shilling, and the addition of two guineas is quite enough to turn the scale. In fact parents, as a rule, do not think the certificate is worth two guineas. Several of the schoolmasters pay the fee themselves; and, with all allowances for their generosity, they expect some return. This they get in the shape of the increased credit of the school. But it is only the comparatively wealthy schoolmasters who can make this investment, and it seems to me that some reward—and a certificate from the universities, is held by the schoolmasters to be the highest of rewards—might with advantage be held out to those schools where the schoolmasters cannot afford to stake the necessary two guineas on a boy's chance of success. I think it would be, to say the least, an innocent employment of educational charities if they were employed in cheapening these certificates. Indeed, I should not apprehend much danger from making them gratuitous. The indifference of parents to the value of the certificate comes out with double force as soon as the competition for it involves the expense of a railway journey or a night's lodging. The boys who compete at Brighton are mainly, almost exclusively, boys from the Brighton schools. Of the 163 successful candidates who appear in the table, only 10 were educated in schools out of Brighton—and 7 of those came from Shoreham, which is only six miles off. I asked the master of the grammar school at Steyning which is only 11 miles distant from Brighton, if he thought the Local examinations could be made available for his boys. He replied that he wished they could; but there was the fatal question of expense. He would have to go up or send a master with the candidates; and he estimated the expense at 5*l.* or 6*l.* for each candidate. A similar objection was raised by a schoolmaster at Littlehampton, which is only 19 miles from Brighton, and one at Hastings, which is 42 miles off.

Expense attending local examinations.

I proceed to give an account of the instruction given in different classes of private schools.

INSTRUCTION IN PRIVATE SCHOOLS.

Table N will show the number of pupils, the fees, and the proportion of pupils learning different subjects in each of 15 preparatory schools which have furnished me with the required information.

TABLE N. PREPARATORY SCHOOLS.

	Number of Pupils.	Terms for Boarders.	Number of Pupils learning.									
			Greek.	Latin.	French.	German.	Mathematics.	Arithmetic.	Natural Science.	Instrumental Music.	Vocal Music.	Drawing.
a	91	150 guineas	91	91	91	91	40	91	91	20	91	20
b	14	60 guineas	7	11	7	0	4	14	0	5	0	3
c	25	60 to 80 guineas	16	25	20	4	12	25	0	0	0	6
d	19	50 guineas	2	19	11	0	2	19	0	6	0	5
e	19	100 guineas	15	20	19	0	0	19	0	3	0	11
f	24	70 to 80 guineas	12	23	22	1	4	24	0	2	15	7
g	35	100 guineas	35	35	35	10	?	35	?	?	?	?
h	42	100 guineas	35	42	42	1	13	42	0	8	0	7
i	33	55 to 65 guineas	12	30	30	?	?	33	?	?	?	?
j	40	50 to 60 guineas	15	40	30	?	?	40	?	10	?	?
k	18	50 to 55 guineas	6	15	15	0	0	18	0	3	0	2
l	22	50 guineas	6	22	18	0	?	22	?	16	?	7
m	19	40 guineas	2	14	7	?	?	19	?	4	?	5
n	9	45 to 55 guineas	0	5	5	?	?	9	?	?	?	?
o	13	40 guineas	2	9	11	?	?	?	?	3	?	?
	423		256	401	363	107	75	410	91	80	106	73
		Per centage	60	95	85	28	30	100	36	23	42	29

Preparatory schools.

Of these schools, which are strictly preparatory, receiving boys at an early age and obliging them to leave for larger schools at the age of 14 or 15, I visited six. I should have been able to give a better account of them, if the circulars which I addressed to the masters had been more generally and more completely filled up. As it is, in many cases I have to trust to the fidelity of my observation, and of the notes taken down at the time, to supply the place of the information which I might have gleaned from the returns.

Between the best and the worst of the higher preparatory schools there is a great difference. The price, the number, the staff, the previous training of the masters, are all so many variables upon which the efficiency of the school depends. Unquestionably the best of the preparatory schools I visited was at once the largest and the most expensive, but the next best was a school of not a quarter the size of the former, and one-half less expensive. In forming my estimate of the proficiency of these boys my course was to listen to the lessons of the day as they were repeated, and to add questions of my own where there was no objection on the part of the master. It was useless with very little boys to attempt a regular examination on paper. In most cases the masters objected to it. Nor did I care to press it. In one of the schools I mention, both the Latin and Greek composition of the upper class was equal to composition sent in by a fourth form at a public school: it was very remarkable that the translation from Latin (I did not

hear any Greek) was far inferior: in the other school which I have singled out for commendation the converse was the result; the translation both from Greek and Latin was exceedingly good, whilst the composition was indifferent. The former school was mainly a nursery for Eton, and much time was devoted to writing verses; the latter had no special public school in view. The time devoted to classics in each was nearly the same.

Complaint of preparatory schools that they are fettered by public schools.

It was the general boast of these preparatory schools that they taught English subjects more carefully and more extensively than was attempted at the public schools: and more than one master complained that his efforts in this direction were wasted, and that a subject in which a boy was proficient, *e.g.*, history or mathematics, was discouraged and allowed to run to seed at a public school. In two of the schools the knowledge of arithmetic and English history, and in one school the knowledge of French, in addition to these two subjects, was certainly very creditable, and had been gained without any sacrifice of classical proficiency.

Multiplicity of grammars.

There was a general complaint against the multiplicity of Latin Grammars in use at different public schools. At one of the preparatory schools as many as four different Latin Grammars were in use in the same form. The result is the inability of a boy to correct another in the quotation of a rule, and in some cases the abandonment of grammatical questions in class. This evil is, I am glad to see, about to be remedied.

Influence of public schools and of parents on preparatory schools.

The preparatory schools are partly dependent on the schools above them: partly also on the wishes of parents. "I should like to dispense with the writing of Latin verses for some of my boys," said one gentleman, "but I should lose them at once. They are intended for Eton, and they must be prepared in this particular way." A boy's father sometimes will add, besides the injunction to prepare the lad for a particular public school, "He will have no time for modern subjects when he gets there, so he had better not neglect these whilst he is with you." An independent line is perfectly impossible for a teacher who has thus to satisfy the superior school and the parents. On the whole I do not think, as far as my observation has extended, that the shortcomings of preparatory schools are due to themselves, but spring from the shortcomings of public schools and the prejudices and whims of parents.

Responsibility shifted from one class of teachers to another.

When the Universities throw the blame of their backwardness upon the public schools, and the public schools upon the preparatory schools, it is not astonishing to find that these in their turn throw it upon dame's schools. I cannot say that I have seen enough to warrant this shifting of responsibility from the later to the earlier trainer. It would seem that the only persons deserving of eulogy would be the parents; and yet nothing is more common for teachers to condemn parents as the authors of all ignorance.

Example of a good preparatory school.

I beg leave to call attention to the returns (which I have marked A) of a Preparatory School, first-rate in all respects. It will be

readily seen that such a school, with its large and expensive staff of highly-trained teachers, is only within the reach of the wealthiest section of the community. It is unnecessary for me to say more of this school than that I believe it to reach the high standard which it professes to set for itself, and that the boys in the highest class are not only fit to take a high place in a public school in point of their classical training, but are at the same time encouraged to train themselves in other branches of knowledge which are unfortunately neglected when they pass into the higher schools. The head-master assured me that a boy was often thrown back two years in mathematics by being removed to Eton. A boy who has been carefully trained in mathematics and taught to esteem the study as something more than a sham is apt to form a very false estimate of his powers, when he finds himself a long way ahead of the class in which he is placed, and to fancy he has reached the goal, when he discovers that he can distance all with whom he is allowed to compete. It requires no meagre allowance of courage to persevere in a course of training which is thought best for the boys in spite of the discouragement which it receives at the hands of those who hold the rewards and exercise an almost despotic authority in dictating the studies of most preparatory schools. It is a mistake to suppose that to do one thing well necessitates the neglect of other things; and it is not only in this school that I have had occasion to observe that the best boys in a given subject are usually the best in all subjects taught in the school, and that what is thought a special aptitude is oftener an artificial bias than a natural gift. The best scholars would be just as good scholars if they added to their scholarship some acquaintance with the sciences which train the purely reasoning faculties, or those which quicken and rectify the powers of observation.

Opinion entertained of dames' schools.

It is remarkable that the school upon which I have been commenting was one of the few that acknowledged its debt to dame's schools. Nearly all the masters of other preparatory schools prefer boys coming from home teaching. "In that case," says one, "They generally know something about reading and writing, but when they come from dame's schools, everything has to be untaught." Another gentleman prefers home-teaching to the teaching of other schools "because there are fewer bad habits to eradicate;" a third thinks that "one is as bad as the other;" a fourth sees "no marked difference between them."

Not warranted.

My acquaintance with dame's schools of this class is very limited. But judging from two of the schools which I visited, I am confident that the sweeping condemnation of dame's schools which I had heard in various quarters was unmerited. I shall have occasion later to make some remarks on ladies' teaching as compared with men's. I need only here express my belief that for the elementary teaching of little boys between the ages of 6 and 11 women are better fitted than men. They are more patient and painstaking; they pay stricter attention to the niceties of spelling, and can teach the accidence of a language very thoroughly.

Ladies often good teachers of little boys.

In one of these two schools I found 40 little boys, all under 12 years of age, taught by ladies in all subjects, with the exception of the French language, which was taught by a visiting professor. In the first class were seven little boys turning into Latin some easy sentences from Henry's 2nd Latin book. Four of them got through the exercise without a single mistake, and the rest were very fairly up to the mark. I could not help contrasting their performance with similar exercises which had been done for me by boys of the same age at a school which I had just visited, where Latin was professed to be taught by a University graduate. But I am aware that I was comparing an exceptionally good with an exceptionally bad instance.

Examination of a dame's school.

I examined the first English class (15 in number) in the dame's school, of which I am speaking, in English dictation and grammar, English history, and general geography. The spelling was good, the accidence fair, but the syntax faulty. I was surprised with the accuracy with which the outlines of English history were known by the class. The knowledge was not confined to two or three boys but was general; and in the history of the reigns which they had been reading lately (Edw. VI. and Mary) their answers would have done credit to and would have put to the blush many a boy of 16. They were very fairly acquainted, too, with the outlines of geography of all parts of the world. For teaching elementary history and geography ladies have a peculiar aptitude. Two so-called geography lessons which I heard given by ladies to little boys were marvels for painstaking accuracy. The instruction was chiefly oral, with the aid of blank maps, the teacher pointing to various parts of the map, assigning the name and giving some historical or physical fact connected with it, and making each boy in the class repeat the whole string of names and facts after her, till the whole lesson was known by the whole class. They were, it is true, merely exercises for the memory; but the memory of little boys must be exercised; and the pictorial aid given by the maps seemed to be very powerful in fixing historical and physical facts. With many boys, especially little boys, a picture carries more vivid associations with it than a sound, and historical events group around a given spot on a map, or a portrait, with greater ease than around a mere name or a date.

But I must pass on to schools of a less elementary character.

Table O, p. 176, will give the number of scholars, the fees, and the number learning different subjects, in each of 23 schools of this type. At the foot of the same table will be found the per-centage of scholars learning each subject. Table P, p.p. 177-8, will give additional information respecting 10 of these schools. The letters of the alphabet refer to the same schools in both tables.

Table O.

Upper Schools for Boys.

	Number of Boys.	Terms for Boarders.	Number of Boys learning.									
			Greek.	Latin.	French.	German.	Mathematics.	Arithmetic.	Natural Science.	Instrumental Music.	Vocal Music.	Drawing.
a	32	70 to 100 guineas	28	32	32	0	22	32	0	6	0	12
b	12	60 to 80 guineas	8	12	12	2	5	12	?	3	0	12
c	52	60 to 100 guineas	40	52	52	9	32	52	52	?	0	?
d	77	65 to 80 guineas	45	77	77	9	45	77	0	?	77	20
e	52	50 to 60 guineas	20	52	52	20	41	52	?	?	38	9
f	38	50 to 60 guineas	10	33	38	3	20	38	38	6	0	14
g	40	80 to 160 guineas	36	40	40	0	22	40	40	8	40	20
h	32	85*l.* to 95*l.*	6	27	28	6	28	32	32	13	0	26
i	12	60*l.* to 70*l.*	0	9	12	9	9	12	?	4	0	8
j	30	50 to 60 guineas	4	30	30	4	?	30	?	?	?	20
k	34	60 to 100 guineas	20	34	34	5	25	34	0	0	34	30
l	*21	45 to 55 guineas	21	21	21	3	14	21	21	2	0	21
m	*16	80 to 100 guineas	16	16	16	6	16	16	?	?	?	8
n	*45	50 to 70 guineas	12	44	45	5	45	45	?	13	0	22
o	*37	?	20	35	37	5	22	37	?	?	?	?
o1	*25	60 guineas	10	25	10	2	2	25	–	2	–	6
p	*16	60 to 80 guineas	4	16	16	2	7	16	?	5	0	5
q	18	60*l.* to 70*l.*	0	10	18	10	10	18	?	4	0	8
r	30	80*l.*	?	30	30	?	?	30	?	?	?	?
s	15	60 to 100 guineas	3	13	15	1	6	15	?	1	?	?
t	53	100*l.*	20	53	53	?	53	53	?	?	?	?
u	*38	50 to 60 gunieas	12	34	34	6	18	38	?	6	?	?
v	56	60 to 100 guineas	?	?	?	?	?	?	?	21	?	18
	781		335	695	702	107	442	725	183	94	189	259
		Per centage -	48	96	97	15	66	100	52	22	34	46

Specimen schools examined.

I did not examine in a sufficient number of the private boarding-schools of the upper class to be able to give a general account of the instruction they furnish; but I examined the boys pretty closely in the schools which are marked (*c*, *d*, and *g*) in Table O, and in four other schools of this class which are not in the table. The schools marked (*c*, *d*, and *g*) are of different types. (*c*) has been very successful in preparing boys for the military examinations. I was much pleased with some of the mathematical papers done by the boys, and also with their general English work (especially English history and physical geography), and their French grammar. But the classical standard in the school was very low, the upper form struggling with difficulty through an easy passage of Virgil which they had recently prepared. I noticed also that though the boys were comparatively strong in algebra, and in elementary statics and dynamics, they were far from possessing a thorough knowledge of elementary geometry and trigonometry. I cannot help thinking that the boys are pushed on too fast, and are introduced to the higher branches of mathematics before they have got hold of the earlier. However, the object of the school is to prepare boys for certain examinations; and in this it succeeds. Preference is given to the mathematics partly because they are likely to be more useful to a boy who is entering the Artillery or the Engineers, but partly also because it is found easier to train a boy

Table P.—Upper Non-Preparatory.

	No. of Boarders.	No. of Day Scholars.	Fees for Boarders.	Fees for Day Scholars.	Degree or Qualification of Master.	No. of Assistants.	Emoluments of Assistants.	Subjects in regular school course.	Extras.	Fees for Extras.	Destination of Boys.	Distinctions in last 10 years.
(a)	32	0	70 to 100 guineas, according to age.	—	M.A., M.C.P.	1 graduate 1 French	90*l.* to 100*l.* and board 36 guineas	Scripture Greek Latin French Mathematics English.	Music Drawing	8 guineas 8 guineas	Universities Professions Business	1 senior optime. 3 direct commissions. 10 matriculated, Oxford or Cambridge.
(b)	12	0	60 to 80 guineas, according to age.	—	—	1 general 1 French 1 drawing 1 German	50*l.* 20*l.* 20*l.* 16 guineas.	Scripture Greek Latin French German Mathematics English Drawing	Music Military Drawing. Fortification	4 guineas 2 guineas 4 guineas	Public schools Army Business	5 open scholarships, Eton and Winchester. "Several direct commissions."
(c)	52	0	60 to 100 guineas, according to age.	—	—	1 graduate 2 graduates 1 French graduate 1 assistant	200 guineas and board 100 guineas and board 100 guineas and board 80 guineas and board	Scripture Greek Latin French Mathematics English	German Music Drawing Natural Science.	8 guineas 8 guineas 8 guineas 3 guineas	Woolwich Sandhurst Addiscombe	1 E. I. Artillery appt., open. 11 Royal Academy, Woolwich. "Numerous successful candidates for military examinations."
(d)	77	0	65 to 80 guineas, according to age.	—	Graduate	1 1 1	200*l.* and board 120*l.* and board 100*l.* and board	Scripture Greek Latin French German Mathematics English Music	Drawing	3 guineas	Universities Army, and Public schools	1 Royal Academy, Woolwich.
(e)	51	1	50 to 60 guineas, according to age.	—	2 partners, graduates of London and Glasgow respectively.	1 graduate 1 assistant 1 French and German.	70*l.* and board 50*l.* and board 80*l.* and board	Scripture Greek Latin French Mathematics English	German Drawing Music Chemistry	3 guineas 6 guineas 6 guineas 8 guineas	Universities Professions Business	1 open scholarship and fellowship, Oxford. 1 open scholarship, Cambridge. 1 graduate in honors, London. 7 matriculated, London. 19 A A's in local examinations. 25 to 30 junior certificates in do.

TABLE P.—UPPER NON-PREPARATORY—*cont.*

	No of Boarders.	No. of Day Scholars.	Fees for Boarders.	Fees for Day Scholars.	Degree of Qualification of Master.	No. of Assistants.	Emoluments of Assistants.	Subjects in regular school course.	Extras.	Fees for Extras.	Destination of Boys.	Distinctions in last 10 years.
(f)	38	0	50 to 60 guineas, according to age.	—	F.R.A.S.	?	?	Scripture Greek Latin French Mathematics Natural Music	None German English Science Drawing	—	Universities Professions Business	2 marine cadetships. 13 certificates University local examinations. "Several with honors."
(g)	40	0	80 to 160 guineas, according to age.	—	2 partners, graduates of Oxford and Cambridge respectively.	1 graduate - - 1 do. - - 1 general assistant 1 French - -	200*l.* 100*l.* 40*l.* 40*l.*	Scripture Greek Latin French Mathematics English	German - Music - Fortification Drawing -	8 guineas 6 guineas 8 guineas 8 guineas	Universities Professions Business	1 open scholarship, Oxford. 1 open scholarship, Cheltenham (afterwards Balliol). 1 first class Lit. Hum., Oxford. 1 second class „ „ 1 second class mathematics. 3 direct commissions.
(h)	32	0	85*l.* to 95*l.* according to age.	—	Graduate	1 assistant - -	100*l.*	Scripture Greek Latin German Mathematics Music Natural	None French English Drawing Science	—	Universities Professions Business	
(i)	12	0	60*l.* to 70*l.* according to age.	—	?	1 general - - 1 French - - 1 German - -	70*l.* and board. 80*l.* and board. 25*l.* and board.	Scripture Latin French German Mathematics English Music Drawing	None	—	Business	
(k)	34	0	60 to 100 guineas, according to age.	—	Graduate	3	?	Scripture Greek Latin French Mathematics English Drawing	Music -	?	Woolwich Professions Business	5 successful competitors for Royal Academy, Woolwich.

up to a certain standard in mathematics than in the classical languages. Apart from the study of Latin and Greek, and language generally, a very fair training is given to the boys in subjects not much attended to at other schools. Their drawing is good, and they all learn chemistry, partly by means of text-books, partly by means of oral lectures.

In (*d*) I examined the upper form in arithmetic, Latin and History. The translations from Virgil, and the History papers were very fair throughout. The Latin composition was grammatically correct. The arithmetic of half the boys was good, of the other half, weak; but they were all remarkably correct in giving definitions; a rare merit. This is on the whole a very fair sample of a private school. The boys are young, and many of them leave at an early age for the larger public schools. Some have gone direct to the Universities, but have not taken high honours. One or two have passed for Woolwich and gained high marks in classical subjects. This school may be contrasted with the last in one respect, that the master refuses to frame his course of instruction with a view to any particular examination. In answer to the question "Is it possible or expedient to give boys "at school a direct preparation for the particular occupations for "which they are intended by their parents?" the former says, "It has always been the object at this school and with success;" the latter, "Certainly not in a school like this. In whatever "degree it has been attempted it has invariably resulted in a "boy's being isolated and losing all stimulus to exertion."

The school marked (*g*) is very similar to (*d*) in some respects, and it is one of the few private schools which have gained distinctions at the Universities. With the exception of the French language, the standard reached in all the subjects in which I examined was very creditable. The master of this school, too, prefers general to special training, except in the case of hopelessly dull boys.

The other schools of this class in which I examined, are inferior to the three which I have selected in the standard which they reach, and fall into one of two classes, of one of which (*c*) is the type; the other being represented by (*d*) and (*g*).

"Middle schools."

Similar information to that which I have given respecting the upper private schools, will be found in the next two Tables respecting those which I have denominated for convenience "middle" private schools.

Specimen schools examined.

In the school which is marked (*n*) in Table Q, Latin is taught by means of Dr. Giles' translations, "Some such device "is necessary" the master said, "in order to make any pro-"gress." Accordingly, progress is made with the aid of the device, and the Latin grammar is passed over with contented swiftness. I strongly suspect that the lessons are prepared without any reference to the dictionary, and certainly without any reference to the grammar. The elder boys can repeat a bit of Virgil and the corresponding English, but cannot construe a passage word for word; they are ignorant of the genders of nouns, the common declensions, the difference between active and passive verbs, and of the construction of the relative pronoun.

Table Q.—Middle Schools for Boys.

	No. of Boys.	Terms for Boarders.	No. of Pupils Learning.								
			Latin.	French.	German.	Mathematics.	Arithmetic.	Natural Science.	Instrumental Music.	Vocal Music.	Drawing.
a	*104	?	85	104	0	25	104	0	?	?	?
b	*22	32 to 50 guineas	21	22	1	—	22	0	6	0	5
c	*140	24*l.* to 26*l.*	30	100	0	8	140	0	?	100	60
d	60	32 guineas	30	60	?	12	60	?	?	?	?
e	26	?	12	26	10	26	26	26	6	0	26
f	*49	?	20	30	?	?	49	?	?	?	?
g	*32	28 to 34 guineas	8	14	2	14	32	18	?	28	26
h	*61	27 to 32 guineas	30	50	2	15	61	1	6	?	12
i	*50	30 to 40 guineas	24	36	0	20	44	0	0	0	44
j	*33	30 to 35 guineas	20	20	0	0	33	0	?	?	?
k	*46	25 guineas	1	23	0	1	46	0	0	0	3
l	40	30 to 35 guineas	25	40	10	?	40	0	6	0	35
m	*24	35 guineas	24	0	0	6	24	0	0	0	0
n	*40	25 guineas	12	13	0	7	40	0	6	0	4
o	*50	30 guineas	8	9	0	4	50	50	8	0	13
p	*60	?	0	3	0	0	60	0	0	0	0
q	*49	20 to 24 guineas	10	14	0	8	49	0	0	0	0
r	*12	35 to 40 guineas	8	9	2	6	12	0	3	0	6
s	*42	20*l.* to 22*l.*	0	1	0	0	42	0	1	0	35
t	*41	?	2	?	0	0	41	0	0	0	0
u	*16	30 guineas	15	12	0	5	16	0	0	0	0
v	*21	28 guineas	12	15	0	7	21	1	?	0	14
w	*31	40 guineas	18	18	0	18	31	?	?	?	18
x	*22	?	3	13	0	0	22	11	0	0	5
y	*44	22 to 27 guineas	6	30	0	2	44	0	?	44	33
	1115		424	662	27	184	1109	107	42	172	339
Per centage			38	62	2	18	99	12	7	22	40

English grammar is taught in the lower forms "as a preparation "for Latin grammar." The sentences are parsed as if they were Latin sentences, *e.g.*, in the phrase "content of mind," "of mind" is the latter of two substantives of which "content" is the former. This practice, whether objectionable or not in itself, is useless for boys who have no acquaintance with Latin.

Euclid is taught to seven boys; but they can only say the propositions when the figure is drawn for them and the same letters affixed, as are in their text-books. They cannot construct the figures and know nothing of the definitions.

The French translations are of the same character as the Latin; but the boys know something of French accidence.

Geography is learnt by heart and is repeated without any reference to a map. What had been recently learnt in this way was known, but of general topography and physical geography, the boys knew nothing.

Each boy has been crammed with a chronological table of the chief events of English history, and knows it thoroughly. The boys, indeed, seem to know more than the master. It was with much difficulty and after much fumbling in the book, that the master in examining the boys got out the following string of questions:

"What king died of eating too plentifully of lampreys?"

"Who began to reign in 1649?"

"What was the surname of Richard I.?"

Table R.

	No. of Boarders.	No. of Day Scholars.	Limits of Age.	Fees for Board.	Fees for Instruction.	Staff of regular Assistants.	Emoluments of Assistants.	Subjects taught in school course.	No. of hours per week to each subject.	Total No. of working hours per week.	What system of examinations.	Degree or Diploma of Head-master	Opinion of Master on an independent system of examinations.
(n)	25	15	8 to 15	25 guineas	?	1 general assistant 1 governess - -	40*l.* 40*l.*	Scripture - - Latin - - - French - - Mathematics - English - - Drawing and music extra at 4 guineas each.	2 10 7½ 9 8	38	Quarterly, by master.	None	"Not prepared to say."
(j)	20	13	7 to 14	30 to 35 guineas.	6 to 8 guineas.	1 general assistant	21*l.*	Scripture Latin English Arithmetic Drawing French and music extra at 4 guineas each.	?	Boarders 33½ day pupils 24½	Annually, by College of Preceptors.	M.C.P.	An advantage; examiners ought to be appointed by Oxford and Cambridge.
(o)	25	25	9 to 15	30 guineas	?	1 general assistant	25*l.* to 30*l.*	Scripture Latin Mathematics French English Drawing	?	26 - - -	Quarterly, by masters.	B.A. London	Frequent examinations by strangers would be healthy stimulants to all parties.
(e)	26	0	8 to 15	?	?	None - - -	—	Scripture Latin French Mathematics English	?	50	Half-yearly, by master.	None	Not aware of any advantage or disadvantage, but in the main opposed to them.
(g)	17	15	8 to 15	28 to 34 guineas.	4 to 5 guineas.	1 general - -	?	Scripture - - Mathematics - Natural science - English - - Music - - - Drawing - - French, Latin, Greek, German, extras at 2 guineas	3½ 9 2 10 3 2	Boarders 37 day-boys 32.	Half-yearly, by masters.	Matriculated at London University.	An advantage to masters and to boys. Examiners to be appointed by Government.

	No. of Boarders.	No. of Day Scholars.	Limits of Age.	Fees for Board.	Fees for Instruction.	Staff of regular Assistants.	Emoluments of Assistants.	Subjects taught in school course.	No. of hours per week to each subject.	Total No. of working hours per week.	What system of examinations.	Degree or Diploma of Head-master	Opinion of Master on an independent system of examinations.
(d)	60	—	8 to 16	32 guineas	—	1 general 1 do. 1 French	50*l.* 40*l.* 50*l.*	Scripture Latin Mathematics French English Drawing and music extra at 4 and 6 guineas.	?	40½	Yearly, by University examiners.	M.C.P.	An advantage.
(h)	55	6	8 to 15	27 to 32 guineas.	?	1 general 1 do. 1 pupil teacher 1 French and German.	52*l.* 30*l.* Board and instruction. 45*l.*	Scripture Latin† French† Mathematics English †These are extras at 2 guineas. each.	1½ 6½ 5½ 9 8	36	Half-yearly, by master.	Matriculated at London University.	An advantage. Examiners appointed by Universities.
(n)	6	18	8 to 15	35 guineas	8 guineas	None	—	Scripture Latin Mathematics English Modern languages, music, and drawing, extra at ?	?	Boarders 36 day-boys 30.	Half-yearly, by master.	None	?
(c)	125	15	8 to 17	24*l.* to 26*l.*	?	1 general 1 do. 1 do. 1 do. 1 do. 2 do.	160*l.* 50*l.* 45*l.* 40*l.* 30*l.* 20*l.*	Scripture English subjects Latin, French, mathematics, music, and drawing, extras, at 2 guineas each.	3 ?	Boarders 43 day-boys ?	Half-yearly, by College of Preceptors.	M.C.P.	A disadvantage; competition between boys at local examinations quite sufficient.
(l)	40	0	8 to 16	30 to 35 guineas.	—	1 general 1 French and German.	40*l.* to 50*l.* 40*l.* to 50*l.*	Scripture Greek Latin French German Arithmetic English Drawing and music extras, at 4 and 6 guineas respectively.	?	40	"Repeatedly" by master.	None	"Undoubtedly a very great advantage."

"What is the meaning of *coor?*" (Query *Cœur?*)
"What were the words used by judge Gascoigne?"

The boys write very neatly, and the ordinary rules of arithmetic up to Practice are worked with tolerable accuracy.

In (*j*) I examined in Latin and English grammar, English dictation and arithmetic. Of the Latin grammar the best boys had not learnt more than the regular declensions and conjugations, which, however, they knew very fairly. The English parsing was moderately good, and the English dictation almost without a mistake. The eldest boys (average age 13) could work sums in decimal fractions and square root, but the practice of confining them to one rule at a time had had a bad effect, and they could not deal with the simpler operations of adding and multiplying vulgar fractions nearly so accurately as their younger schoolfellows. The arithmetic, however, was one of the strong points of of the school, and the boys were very spirited in attacking new problems. School marked (*j*).

A great deal of attention is paid to ornamental penmanship, an accomplishment which seems to be valued by the parents of boys of this class more than anyother attainment. Elementary drawing from the flat is taught to all the junior boys with considerable success.

The master was formerly at the head of a good national school, and is evidently an adept at teaching elementary subjects. This school is preferred by many to a neighbouring free grammar school; chiefly, however, because the latter is too cheap and too mixed.

The master of (*o*) is a good modern linguist, and lays much stress upon the teaching of French. I examined in French grammar, translation and dictation, English grammar and dictation, arithmetic and English history. The translation from French into English and the French grammar of the first class were good, the pieces of French written from dictation, with one or two exceptions, very inferior. English analysis and parsing, good; arithmetic below the average. The subject best taught in the school was English history, taught partly by oral lectures, of which the boys take notes, and partly by the use of text-books, such as the Students' Hume. The boys had evidently imbibed a taste for the subject, and read much for themselves. If it were not for the failure of the boys in arithmetic, I should consider this to be a good school. The French language is taught like a classical language, and the sentences are carefully analysed and parsed as a sentence of Cæsar would be treated in a good school. The syntax as well as the accidence has been attended to, and the boys are on the whole better acquainted with the general principles of construction than in many schools of this class where Latin is professed to be made the basis of teaching. School marked

The master of (*e*) described himself as the "author of several "publications." "I do everything myself" he said; "I wrote "my own arithmetic, and teach all the ancient and modern "languages, with mathematics and every branch of "English." He told me that he had once had a commercial school, but finding that his "talents were thrown away," he "took up a "classical line" for "boarders exclusively." He added that his School marked(.)

boys "did not require to go to any University" after leaving him. Amongst other things, they had "worked through Euclid "from beginning to end."

I had some difficulty in persuading him to let me examine the boys; but he consented to show me some of their work. Accordingly several "fair copy-books," garnished with magnificent scrolls and other specimens of the master's penmanship, were produced. Each book contained exercises, professing to be done by the owner, in arithmetic, mensuration, and translation from Latin, Greek or French. The process of filling up the books is as follows: a boy first works an example on his slate; it is then corrected by the master, and finally copied out in the show book. Again, about 10 lines of Latin or Greek are selected, translated, corrected, transferred and learnt by heart. The whole collection, prefixed with the words, "*my own work*," is carried home periodically to the admiring parents. This terminal or half-yearly juggling is called an examination, and the boys are classified according to the results, which, in all respects, except penmanship, ought to be identical.

Two of the best boys were sent to me as samples of what could be done in the school. I made them translate the very piece, Latin in one instance, Greek in the other, which had been thus manipulated, but though each boy knew the English of his piece, he could not construe it word for word, nor did he know anything of the grammar.

Upon further inquiry, I found that "working through Euclid "from beginning to end" meant "the first book of Euclid," but I was not allowed to test the knowledge of the boys in this subject, or in arithmetic.

This practice of keeping show books is in vogue elsewhere; but I am glad to say that in no other case have I seen it carried on to such a monstrous extent as in this school.

School marked (*g*).

(*g*) is conducted by a master who formerly had the management of a national school. His brother, who assists him, has passed the matriculation examination of the London University, and intends to graduate there. Very little Latin is attempted. French is taught to about one-half of the boys by a Frenchman; but the teaching is too colloquial to be of any use as the basis of grammatical knowledge. I heard the boys examined in Scripture history, arithmetic, and algebra, and examined them myself in Euclid and English subjects. The grammar is very elementary, but in all other subjects (and especially in arithmetic, elementary algebra, and the first book of Euclid) the results were highly satisfactory. Perspective and free-hand drawing from common objects are taught to all the boys; all of them can draw a little, and the majority draw well. Two hours per week are devoted to this subject and three hours to class-singing, which is also a success. The method in use is the tonic-sol-fa, and the master considers it easier by half for beginners than the ordinary methods.

One feature of the school is the minute division of time and the frequent change of subject. The classes change every half-hour, and though a little time is lost by this arrangement, it is considered that a greater degree of attention on the part of the boys is secured.

This is the only instance of a mixed school where I have noticed that the boarders are in any sensible degree more proficient than the day-boys.

(*d*) is in many respects the best of this batch of schools. Great care has been exercised in the choice of assistant masters, and French is capitally taught by an ex-officer of the French army. The terms are slightly above the average of the schools comprised in the table; but, as books and stationery are furnished by the school, the cost of boarding and instruction may be reckoned at about 30 guineas per annum. School marked (*d*).

I examined in arithmetic, Euclid, Latin (grammar and translation), French (grammar, dictation, and translation) geography, and English history. Some of the papers done by the boys in a recent examination, held by University examiners, were also sent to me. In arithmetic (up to decimal fractions), algebra (to quadratic equations), English grammar, analysis, and parsing, the average of marks gained is high. The French translation and grammar reached a very respectable standard; whilst the answers of some of the boys in English history were accurate and intelligent in the extreme. The boys were not so strong in French dictation or geography, and were weak in Latin grammar and in Euclid. But, as measured by other commercial schools which I have visited, this school deserves a high rank. I was not surprised to hear that several of the boys had gained certificates at the University local examinations, which, together with the yearly examinations which are held in the school, have given a healthy stimulus to boys and masters.

(*h*) is also a fair specimen of a commercial school. It differs from (*d*) chiefly in making Latin and French extras, at two guineas each per annum; in being too far removed from a local centre to derive benefit from the local examinations; and in having no examinations from without. French and Latin being optional, one may judge from the number of boys learning each subject how far parents of this class desire French or Latin, or both, for their boys, at the price at which it is offered. Of 61 boys in the school 50 were learning French, 30 were learning both French and Latin. I examined in arithmetic, Latin, French, English grammar, English history, and geography. The average age of the boys is less than that of (*d*), and this has some effect upon their attainments. Both schools succeed and both fail in the same subjects; but the standard of the former is in each subject slightly above that of the latter. Besides the difference of age, which is slight, the absence of the stimulus afforded by examination from without must be taken into account. School marked (*h*).

(*m*) is the only school of this batch in which Latin is a necessary part of the school course, and is cultivated to any extent. One master, unassisted, teaches 24 boys. Five boys, between the ages of 12 and 15, constitute the first class. They can translate Cæsar very creditably, and know the grammar uncommonly well. The second class (four boys, age 11 to 14) were examined in Eutropius, and are well grounded in Latin grammar. The English grammar of both classes was far above the average, and bore unmistakable School marked (*m*).

traces of their classical training. No modern language, no natural science, music, or drawing was taught. The arithmetic of two boys was good in all respects, and that of all the boys accurate, but, with these two exceptions, elementary. I did not examine in other subjects.

I was not allowed to examine the boys in the school which is marked (*c*). I notice it here chiefly because it illustrates the extent to which French and Latin are chosen by parents when they are extras, and because of its size. Of 140 boys who were at the school when I visited it, nearly two-thirds were learning French, and nearly one-fourth were learning Latin, at a charge of 2 guineas per annum for each subject. The staff consisted of seven masters, besides the head-master. One master was a graduate of Oxford, and one of Dublin; the rest were non-graduates. 125 of the boys were boarders, the remaining 15 forming a day-school entirely distinct from the boarding-school. The master thought it undesirable that the two classes should mix, the day-boys having too much liberty, and the masters having no control over them out of school. Several of the boys of this school have distinguished themselves at the University local examinations, and the school course is framed to meet the requirements of these examinations. I heard the school well spoken of in several quarters, especially at Brighton, from which place it draws no less than 50 of its boarders. Amongst its recommendations is counted its fidelity to "Evangelical" doctrines, which at Brighton are strongly in the ascendant.

School marked (*l*).

I examined the boys of (*l*) in Latin, French, and English grammar, in English history, and arithmetic. The last two subjects were very fairly done, but, with the exception of four boys who learnt Greek and were under the teaching of the head-master, the grammar throughout the school was defective. French was learnt by all the boys, but in a slovenly slipshod manner. They could pick out the English of a piece of French by the aid of notes at the foot of their text-books; but they were evidently unaccustomed to translating without such help, and were totally ignorant of the essentials of grammar. With the exception of the four above-mentioned boys, I do not think any results can be said to have been attained, except good handwriting, correct spelling, and a fair proficiency in arithmetic and English history —nothing more, indeed, than could be taught in an ordinary national school.

Subjects of Education.

The following remarks bear chiefly on the extent to which different subjects are taught, and the methods employed in teaching them, in the "middle," or commercial schools. But faults of method are by no means confined to this class; and some of the criticisms I have ventured to make, if they have any value, apply (especially in elementary subjects) to other classes of schools besides the commercial schools.

Religious knowledge.

I have trusted principally to the returns and to conversation with the masters of schools for information concerning religious instruction. I have tested it in a few instances by actual exami-

nation; but have confined my questions in all cases to matters of Scriptural history, apart from definite doctrinal teaching.

Proportion of schools of different denominations giving information.

Of the 50 sets of schedules from private schools for boys, which contain any reliable information on this subject, 23 came from schools which profess to be connected with the Church of England, two are returned as Independent, one Unitarian, one Jewish, one "Dissenter," and 22 as unconnected with any denomination.

Degrees of religious exclusiveness.

Of the 23 Church schools, five are not unwilling to receive, and make separate provision for Nonconformists; the remaining 18 decline to receive boys who will not join in the services of the Established Church. The Unitarian school, the "Dissenting" school, and one of the Independent schools receive pupils belonging to the Established Church. The Jewish school and the second of the Independent schools confine themselves to receiving boys of their respective denominations.

Character of religious instruction.

The Bible enters into the daily teaching of 15 of the Church of England schools, of both Independent schools, of the "Dissenting" school, and of 12 of the schools which belong to no particular denomination. In the Jewish school the Hebrew Bible is read three times a week. In 10 of the remaining schools religious instruction is confined to the Sunday; in four the lessons are given twice a week; in one, four times a week. In five (which are day-schools) no religious instruction is given.

Practice where there are children of different denominations.

Besides instruction in the Bible, some doctrinal teaching is given in all the denominational schools, and in a few of the schools which are open to all denominations. But in the latter it is chiefly the practice to teach the catechism to boys of the Established Church, and to substitute Watt's Scripture history, or some similar manual, in the teaching of Nonconformists. In many schools no religious book is read except the Bible, subject to such comments as the teacher may choose to make. The concurrent testimony of many masters of day-schools whom I have consulted goes to prove that parents belonging to different denominations very rarely object to the presence of their children at the prayers with which the schools open, whether the prayers be taken from the Liturgy, or from manuals such as Bishop Blomfield's, or are extemporaneous. Thus, in one school of 78 boys of all sects, where Bishop Blomfield's prayers were in use, only one parent had objected to his son's presence at prayers. In another school of nearly 200 boys, of different denominations, where the prayers were taken from the Liturgy, not one objection had been made. In a third, numbering 50 boys, where the daily work opened with extempore prayers by the master, no difficulty was found in securing the presence of all the boys.

My examination in Scripture history extended over very few instances. Of the schools in which I did examine, by far the best knowledge of the Gospels and the Acts of the Apostles was that displayed by a small private school of 15 boys, taught by a lay member of the Church of England, but including several Nonconformists.

Greek not taught in middle schools.

Greek is here and there attempted by a master who has a promising pupil, and who either wishes to "rub up" his previously acquired knowledge, or is himself a learner. I have met with two

instances of masters of "middle" schools who are "teaching themselves" Greek, with a view to a degree or a diploma, and who associate one or two pupils with themselves in their studies. But the cases are so rare where competency on the part of the master and capacity on the part of the pupil co-exist, that Greek may be said not to enter into the instruction given in schools of this class.

Latin.

Latin is much more universally professed. There are not wanting masters who are able to teach the elements of the language; and it has been seen that 38 per cent. of the parents choose to have their boys instructed in it. But the extent of the instruction is very limited. I would rather speak of the attainments of the pupils than the competency of the teachers. But I cannot resist the testimony afforded by "corrected" exercises which have been shown to me, and the lessons given in my hearing. Any man can, with the book before him, hear boys repeat from memory portions of a text-book of Latin grammar, and can secure the accuracy of the repetition. But a piece of translation from Latin, or an exercise of English sentences turned into Latin, requires for its correction a greater knowledge of the language than is possessed by one-half of the commercial schoolmasters who bait their prospectuses with "Latin," printed in large letters. The quantities of Latin syllables may not seem at first sight to be of essential importance, and so long as mistakes of quantity are confined to proper names they only grate on the ear, without betraying ignorance of the construction. But when *tortos incidere funes . . . stimulat* is supposed by the master to mean "he persuades the twisted ropes to fall down," and *molita cibaria* to mean "corn stored up" (two of the mistakes of this kind which I distinctly traced to the teachers) it is not surprising to find the boys mistaking *lēvis* for *lĕvis*, or *diffĭdit* for *diffīdit*, or *mālum* for *mălum*. But these are niceties compared with the slips which are traceable to ignorance of the accidence or of the common rules of construction. It would be more amusing than instructive to enumerate the blunders made in translation from Cæsar and Virgil. All boys will blunder, however good the teacher; but there are too many instances of teachers who blunder with, or even for the boys. Without apportioning merits and defects, however, between master and pupil, it is interesting to know what average standard is reached by a boy before he leaves school. I have taken as a specimen, not the best, but one of the best, of the schools whose fees range between 30*l.* and 40*l.* a year—a large school, where about 50 per cent. of the boys learn Latin, devoting about six hours a week to the subject, and where the staff seemed to be adequate in number, and no special defect was noticeable in the method of teaching. A perusal of the examination papers of six boys forming the first class, their average age being 15, gives the following results:—

Examples of Latin papers of a middle school.

Three of the boys could decline such Latin substantives as *spes*, *tempus*, *quercus*, but made mistakes in the irregular declensions.

Three of them made mistakes in all the declensions.

Three stated the rule for the agreement of the relative correctly; three made the relative agree with its antecedent in "gender, number, and case."

Two knew the difference between a transitive and an intransitive verb, and gave appropriate examples; one stated the difference, but gave wrong examples; the other three could not distinguish between them.

They could all conjugate the regular verbs, but not *capio* or *volo*.

The following are their translations (without the aid of book) of "Cæsar conquered the Gauls:"—

1. Cæsar vinxit Gallos.
2. Cæsar vinxcit Gallos.
3. Omitted.
4. Cæsar vixit Galliam.
5. Cæsare conduit Gallia.
6. Cæsar vicit Galli.

These boys were reading Cæsar.

Teaching of Latin confined to the accidence.

I wish I could persuade myself that the average schools of this type were better than the specimen I have selected. But unless I have been particularly unfortunate in selecting schools for a visit, this is not the case. Some of them do not attempt anything beyond the easier parts of the accidence, and never reach the syntax. Their exercises, when they do any, are confined to the turning of the simplest Latin phrases, consisting of a subject and a verb, into English; the converse process being omitted, and the boys never reaching the stage where the relations of words to one another in a sentence are minutely investigated. The uselessness of Latin teaching which never reaches this stage can scarcely admit of serious discussion.

Professed object of teaching Latin.

The only excuse approaching to a reason which I have heard in its favour is, that it gives a boy a vocabulary containing the roots of many English words. It is curious to observe that this is the reason usually adduced by schoolmasters in favour of making Latin an ingredient in a boy's education. "So many English words are derived from Latin, that a boy ought to learn it," is thought to be an argument of great cogency; and this is constantly the meaning of the dictum, "You must know Latin that you may understand English." "Understanding" English means, in the mouths of these advocates, the interpretation of the *sesquipedalia verba* which occur in newspapers, not the logical and grammatical analysis of English sentences, which nothing perhaps but a classical training can give.

Standard which Latin teaching, to be of any value, ought to reach.

I do not think much value is to be attached to the teaching of Latin unless at the time that a boy's education ceases he is enabled to construe and parse an ordinary passage of Cæsar or some easier Latin author, and can at the same time turn into Latin a simple English sentence. Measured by this standard, nine out of ten of the private commercial schools I have visited, that is to say, schools whose boys leave off their school education at 15, and where the fees range between 25*l.* and 40*l.* a year for boarders, and between four and eight guineas for day-boys—unmistakably fail. Their failure is not always due to incompetency on the part of the masters, for in some of these schools special boys are singled out and successfully prepared for examinations where this standard is

enforced. The masters, as a rule, think the standard too high for the majority of their boys; but I could point to at least one private commercial school, and to more than one proprietary school, where for the same fees the desired end is obtained, not merely by single boys, but by all the boys in the highest class. The master of the private school alluded to was a man of higher intelligence and training than the mass of those who are doing like work, and the success of the proprietary schools is due to causes which do not operate on private schools. But looking to the naked possibility of reaching the prescribed standard, I am as confident that it is attainable as I am sure that it is seldom attained.

Arithmetic.

With respect to the subject of arithmetic, I must premise that I have made it an essential part of my examination in every school. Its importance is universally acknowledged, and masters of all classes are able to appreciate its quickening effect upon a boy's mind as well as the value of mere dexterity in dealing with numbers, which is easily acquired. It is necessary to distinguish between arithmetic and ciphering. The mere manipulation of figures, in accordance with certain simple rules, is, with very few exceptions, well taught in all the schools which I have visited—better, indeed, in many of the humbler than in the more expensive schools. In many schools, too, the principles of arithmetic are well understood and well taught. They are easily seized by the boys, and where they are seized, have a wonderfully stimulating effect on a boy's powers of attention and concentration. The value of arithmetic in training the mind was summed up by a schoolmaster in the words, "If you want a boy to catch the drift of a question—"any question, whether in arithmetic or anything else—train him "in arithmetic." And I have noticed repeatedly that the best arithmeticians, especially in the commercial schools, are also best in other subjects. But the teaching of the principles, apart from the practice of arithmetic, is by no means universal. In comparing two of the proprietary schools I have had occasion to contrast the method by which mere quickness and dexterity are aimed at, with that which teaches the pupil to give an account of every step of his working. The two methods obtain in about equal proportions in the private schools which I have seen—and it is to me a source of considerable satisfaction that the latter method, which is unquestionably the more difficult of the two, is so extensively followed. It is remarkable that the best teaching is found at the top and at the bottom of the social scale. I attribute this to the presence, in the upper section, of highly trained mathematicians, and in the lower of certificated schoolmasters, who have been trained by mathematicians. The difference of the two methods is easily brought out by giving to boys trained some on one and some on the other plan, the same question in one of the more advanced branches of arithmetic—the addition of vulgar fractions, suppose. Both sets will bring out the answer; and the teacher of one set will tell you that that is all which is required. But the other boys will work out the sum on the black-board before you, will bear interruption at every step, will not only add

Value attached to it.

Different methods of teaching arithmetic,

and their results.

subtract, multiply, divide, cancel, and arrange, but will give you an intelligent reason for each process, and they have gained much more in intelligence than they have lost in speed. Take the two sets, again, to a problem of applied arithmetic—a question about the number of strokes made by the piston-rod of a steam engine whilst a certain wheel makes a given number of revolutions, or about the papering of a room of given dimensions, and one set will say they have never done questions of that kind; the others will try whether they can do it. The teaching of the better method is necessarily in a great measure oral, and a whole class is taught simultaneously. The latter is chiefly carried on by the aid of text-books, each boy working as many examples as he can, and all being at different stages of advancement.

Neglect of definitions.

It is rare to find boys who are really well prepared in the definitions of technical terms. Indeed they are seldom attended to except by the highest kind of teachers. In not more than four or five of the schools which I visited did I get accurate definitions of such terms as "numerator," "least common multiple," "greatest common measure." But I remarked this difference between boys trained in the different ways I have described. One set, when they did know the definitions, had learnt them by heart; the others thought them out, and when they were wrong could be made to see that they were wrong.

The thoughtful habit imparted by good oral teaching in arithmetic, when such is to be had, is the one redeeming feature of middle-class schools, as they now exist. Where arithmetic is not well taught, very little is taught of any intrinsic value.

Algebra not so well taught as arithmetic.

The remarks which apply to arithmetic apply also to algebra. It is not uncommon to find boys of 15 who have worked simple rules of algebra as far as simple equations; but too often a boy is left to struggle with a book without any help. He looks upon algebra as something different from arithmetic, and the teaching is wanting which shall explain the "book-work," show how algebra is condensed arithmetic, and how the principles of the latter are summed up in the formulæ of the former. For the most part the teachers of arithmetic, even the good teachers, get out of their depth as soon as they touch algebra; and boys also who get very fair explanations of the principles and operations of arithmetic, lose them when they pass on to algebra, and take to working by rule. It is difficult to conceive that a very high training is necessary to make the mind which can grasp one set of principles rise to the other set. Yet, as a fact, the only good teaching of algebra, even in its most elementary parts, is given by University graduates. It is perhaps the most valuable branch of pure mathematics. I think it quite possible to teach it to boys at an early age; but to be of any value it must be taught in a more thoughtful way than is fashionable at present.

Book-keeping.

I must say a few words with regard to book-keeping. It is taught in very few schools, the masters being generally of opinion that it is useless as a means of mental training. When it is taught it is rather for the sake of encouraging neatness and precision in the entries of money transactions and of improving the handwriting

than with any other object. A thoughtful boy may perhaps get an insight into the principle of debtor and creditor, as he transfers entries from the waste-book to the journal, and from the journal to the ledger. Very few schools offered to be examined in this subject. At one school, where I examined, the boys had been taught orally, and had certainly got hold of the meaning of many mercantile terms; they knew how to enter a simple transaction such as "Bought of A. B. 12 tons of lead at 9*l.* per ton," in a series of books kept by double entry; but when they came to bills payable or bills receivable there was an uncertainty about *meum* and *tuum*, and the entries on the debtor and creditor sides of the account were made at random. In most cases, however, it is not so much book-keeping that is taught as books that are copied. I do not see any objection to the practice. Even as a mere writing lesson, such copies (containing, as they do, numerals and signs of daily use) are at least as valuable as the copies of moral precepts docked of the last word or two, or of hendecasyllabic proper names; and there is always the chance of an inquisitive boy asking for, or a zealous master volunteering, some explanation of the entries.

The art of book-keeping not uniform, and better learnt in a counting-house than at school.

As to the *practice* of book-keeping, I am informed that it is so different in different merchants' offices that a boy who has learnt it at school will have to unlearn it in the counting-house, and begin again; that he will, moreover, learn more in a fortnight at a counting-house than in a year at school. These objections can only be true of the different arrangements of the subject matter; the principles must be the same, and to a boy who has mastered them, the unlearning and learning again mere matters of detail can be of very little dis-service or inconvenience. There is, however, the danger that a set of books kept in a particular form may get impressed on a boy's mind as the only form in which they can be kept, and a managing clerk may have some trouble in getting a new subordinate "out of his old form." As a rule, merchants are quite content that young men entering business should write a good hand and be quick at ciphering; and the schools are for the most part content to please the merchants.

Euclid.

Euclid is taught to 18 per cent. of the boys under the age of 15, and is far worse taught than any other subject. The quantity learnt is small enough, seldom extending beyond the first 20 propositions of the 1st book. But the quality is even less satisfactory. I know nothing more cruel to a boy than to set before him the text of Euclid, and to require him to get up a proposition to be repeated to a master, who simply turns back the lesson if it is not known, without attempting any explanation.

Too little assistance given to boys.

Few boys have the capacity, and still fewer have the industry, to follow out for themselves a train of close reasoning. They do not even perceive it to be reasoning. In many cases they get a mental picture of a lot of lines crossing each other and pointed with letters of the alphabet, with which they associate, and by the aid of which they are enabled to remember, a string of propositions in a certain sequence; but to do this requires a strong mental retina and a painful effort of memory. Those boys who are unable to bear the strain break down and are classed

by the master with the hopelessly incapable. In fact Euclid cannot be learnt by an ordinary boy from book; it must be taught orally. In no single instance which I have met with, where the boys learnt Euclid from the book for themselves, could I detect any good result whatever, except that the boys knew an angle or a triangle when they saw one. Definitions neglected, or passed over as soon as learnt; constructions deemed to be of no importance; frequent gaps or interpolations in the chain of reasoning; conclusions drawn from insufficient or from wrong premises; all this must be expected from boys thus trained. In examining in this subject I have not expected the boys to draw deductions; nor have I attempted to puzzle them by drawing any but the most orthodox figures, or by affixing any but the usual Roman letters. No such artifices are needed to expose the unsoundness of their knowledge. And yet the fact that boys in the best schools do successfully stand such tests shows that there is nothing in boy nature which makes it incapable of mastering the principles of geometry. Indeed boys, when properly taught, seem to feel a singular pleasure in strict geometrical proof; and Euclid, which is often thought the driest of studies, may be and is occasionally made one of the most attractive.

French.

The demand for French as a subject of study is growing daily in all classes of schools but the very lowest. In the class of schools to which I have paid most attention the parents exercise pressure to secure the substitution of French for Latin. In endowed schools and proprietary schools the pressure is resisted, but private schools are for the most part obliged to give way; for when one man refuses to modify his school course, another is always ready to satisfy the demand. But the demand is for a facility of conversation and correspondence in the language, not for a sound grammatical knowledge. "So much business is done with Frenchmen, that I want my boy to know French," is a wish very constantly expressed. And to this is added, "he must have a good accent, and must be taught by a native." Hence the constant employment of Frenchmen, and the insertion of "taught by a native" in so many prospectuses of private schools. The proximity to the coast of France of the counties which I visited opens them more freely than is the case with other parts of the island to the influx of foreigners. Each school of any pretensions keeps its foreign professor. Now, I am unable to measure the comparative proficiency of Englishmen and Frenchmen in each others' language; but I am sure of this, that French cannot be taught to English boys to any purpose except by a person who knows both languages, and that the knowledge of English possessed by the majority of Frenchmen, whom it has been my lot to meet in schools, is far too meagre to enable them to teach anything but a smattering of their own language. I am far from certain that it would be desirable at the present moment to substitute teaching of French by Englishmen for the teaching of French by Frenchmen. The two or three exhibitions with which I have been favoured of English quacks professing to teach French, and parading their ignorance before their French assistants have

Nature of the demand for French.

quite deserved the expressive shrug of the shoulders which the latter could not resist. But the fact remains, that undeniably the soundest French instruction I have met with has been the work of English teachers. In the upper schools a preference is decidedly shown for teaching by Englishmen. This is partly dictated, no doubt, with a view to maintaining discipline, which it is confessed it is almost impossible for a Frenchman to maintain over English boys; but it springs also partly from the impression, well grounded or not, that the language is more thoroughly taught by an Englishman who has made himself a French scholar than by a Frenchman who has learnt English. Even in schools where a "native" is employed, it is becoming customary for the English masters, who are competent for the task, to take the translation from French into English, and to leave to the foreigner French composition and conversation.

Teaching of French by Englishmen.

It is impossible to measure fully the probable success of substituting French for Latin as a basis for grammar, till a new class of teachers, equally versed in both French and English, has arisen. The class does not exist at present, and I do not know of any recognized means of providing it. The comparative merits of the two languages as vehicles of the required training are agreed upon. No one professes to doubt that the Latin language, from the variety of its inflexions, the visible signs of the connexion of words in sentences—signs which in modern languages are absorbed or replaced by prepositions and auxiliaries—is far the better engine of the two. But take in the elements of competency of teacher and minimum time to be devoted to the study, the question is, Can you for a given price procure a French *scholar* able, within a given time (say before a boy attains 15), to achieve more through French teaching than a Latin *scholar*, within the same time, through the medium of Latin? The cost of training a Latin scholar is comparatively well known. The experiment of training French "scholars" in the same sense has not, so far as I know, been attempted. I think, however, that I am justified in asserting that there are more men at the present day engaged in teaching who possess a fair knowledge of both Latin and English than men who possess a fair knowledge of both French and English; that training of the former kind has cost more than training of the latter kind would cost; that the elements are sooner mastered and the more important stage of syntax sooner attained in French than in Latin; that the knowledge of the accidence of a language without an acquaintance with the construction of sentences is all but useless; and that there is some age within which, with equally good teaching, the higher kind of instruction, viz., the syntax, is unattainable in the more difficult language, and is attainable in the easier. It is no easy matter to fix the limit; but on reviewing all the schools I have visited, and excluding the instances where exceptional ability or exceptional training has been brought to the task, I should be inclined to place it at the age of 14. That is to say, taking the average teaching power and the average schoolboy, I think the power could do more for a boy who will

Question of substituting French for Latin.

leave school at 14, with French as its engine, than the same power with Latin. Add another year to the boy's stay at school and the question becomes a doubtful one. Add two years, and then I think greater results may be expected from the classical than from the modern language.

English grammar.

A perusal of the text-books of English grammar in use at middle-class schools will show how elementary the knowledge of grammar must be which can be gleaned from them. The great majority of private middle schools teach English grammar as a distinct subject; they are obliged to do this for the sake of those boys who learn no other language. Many a schoolmaster has expressed to me his belief that to teach English grammar through English is impossible: and yet for the mass of them, English grammar, the construction of English sentences, must be taught in this way or not at all. In all the better commercial schools the elder boys can parse decently; that is to say, they know what names are given in their grammars to different kinds of words, and give the right name to the right word. But of the relation of the words to one another, the boys in those schools as a rule know nothing. You cannot get them to pick out all the nominative cases and all the objective cases in a sentence; you cannot depend on their correcting a sentence such as, "The man who I saw with a dog and a gun are gone away;" much less can you expect them to distinguish between the different uses of the words "that" or "what."

Analysis.

An attempt has been made in one or two schools to introduce what is called analysis, a kind of compromise between logic and grammar. It would not be difficult to pick holes in the various text-books of analysis which I have seen; and where the text-books are bad the teaching is sure to be worse. The chief complaint which I have to make against the usual method of teaching analysis is that the thought is confounded with the expression of it, and analysis is made a substitute for parsing. Take the best instances of analysis, where the pupil can be got to master the cumbrous terminology of the text-book, to split up a complex sentence into principal and subordinates, (1), (2), (3), and to enumerate the "limitations" and "extensions" of subject and predicate in each, with all their "adjectival," "adverbial" and "infinitival adjuncts," he certainly has accomplished something: he has been taught to think. It is needless to observe that accuracy is very seldom reached, and that expressions are constantly labelled with the wrong titles. But even when the bundles have been correctly tied up, something else is needed. A boy's attention has to be directed to words in relation to each other as well as in relation to the thought. And, although English nouns have lost their cases, and adjectives their signs of agreement, yet the connexion between these parts of speech must be the same as in other languages. Substitute "qualify" for "agree" in the construction of adjectives and you will have to teach a new rule of grammar as soon as you pass to a different language. Teach that a noun has no cases, and you will have to explain the government of "him" in the sentence "I beat

Effect of the simplification of rules of syntax.

him" in a different way from the government of "boy" in "I beat the boy." I question very much whether anything has been gained by the simplification of the concords. At all events, I think it is injurious to boys who are likely to proceed to a language where no such simplification is possible, in whatever degree it may lessen the burden of teaching English grammar to boys who will never learn anything else.

The absence of the exercise of translation in the education of a boy, who only learns his own language, is sometimes supplied in a measure by paraphrase and interpretation. I remember one school where no language but English was taught, and where it was the practice to read a piece of Shakspeare, and then to construe it and parse it as if it were written in another language. The practice is unmistakably a good one. A similar use might be made of some English standard author in schools where no second language is taught. Shakspeare, however, is too difficult.

Natural science.

Natural science does not enter into the teaching of preparatory schools, nor into the curriculum of the lowest stratum of private schools. The proportion in which it is taught in other schools, varies with the terms. Thus, whilst 50 per cent. of the private schools, whose terms for boarders are above 50*l.* profess to teach some branch of natural science, only 20 per cent. of the schools whose terms are lower pay any attention to it. The more expensive schools can afford to pay for the services of a professor; the humbler schools content themselves with teaching given by their own staff. One lecture per week seems to be the maximum time devoted to the subject. The branch usually chosen is physiology; chemistry or some branch of physics being preferred in a few schools.

Evidence of teachers of natural science.

I have seen some very good papers in anatomy, sent in by a school, where the subject was systematically taught; but the unsystematic nature of the instruction usually given, and, I must add, my own ignorance of the subject matter have prevented my testing the results in any satisfactory manner. I have had opportunities of consulting several gentlemen who give lectures on these subjects in different schools. The general complaint made by them is that the subject is merely tolerated, and not studied; that they cannot get the pupils to do any independent work, or prepare for the lectures; and that the natural sciences are not sufficiently recognized by educational bodies. They usually speak with enthusiasm of the effect which lectures on science have in arresting a pupil's attention, and giving him habits of thoughtful observation and orderly classification. But not one of these gentlemen expressed a wish to have their subjects substituted for training in language, except for those higher branches of composition on which so much time is bestowed—and in their opinion wasted—in classical schools. In commercial schools so much time is required for the teaching of elementary grammar, and elementary mathematics, that the masters cannot find room for more than an occasional lecture. This serves as a topic for weekly letters; the form in which English composition is usually practised in these schools; and, amusing as it may be to read a letter of about 10

lines beginning, "My dear sir,—The atmosphere weighs upon "every object at the surface of the globe, with a pressure of 15 lbs. "to every square inch, &c," and finishing with equal abruptness, the pupils are in this way made acquainted with two or three facts per week, which it will be useful for them to know. They usually reproduce the very words of the lecture, so that the effort to "put "their ideas into words" is not very great: it is even questionable whether the practice of taking notes, unless carefully watched, does not discourage instead of kindling thought. I have not preserved any of the reproductions of lectures on natural science; but the way in which boys reproduce words is illustrated by a set of themes on the Battle of Waterloo, done shortly after a lecture on that subject had been given. In every one of the papers the following sentence, which had been quoted to the boys from a text-book, occurred: "At one magic word the columns dissolved "into a thin red line—the French wavered, halted, broke—and "Waterloo was won."

Value of oral lectures. Tendency of boys to reproduce words.

In history nothing can be expected, except in the very best schools, but a knowledge of the leading facts. On the whole, the principal events of English history are fairly attended to—that is, they are committed to memory with their corresponding dates, and repeated periodically with the pence-table and the tables of weights and measures. The text-books in ordinary use are much complained of—they are either so one-sided as to be untrue, or so indifferent as to be colourless. Here and there you may meet with masters who have read standard authors for themselves, and taken the trouble to digest their reading for the use of their boys. But such instances are too rare to be appreciable in the general result. One must be contented in the ordinary middle-class school if a chronological table, and a genealogy or two, the localities of a few battles, and the names of the principal combatants, have been mastered. Nor is such knowledge useless: it will give the key to many a passage from a newspaper or a speech which would otherwise be meaningless. But it is vain to ask for characters of princes and ministers, constitutional changes, reasons for fighting or for making peace. The facts too, which boys manage to glean from history are sufficiently startling. Thus, I have been told that "the Duke of Marlborough was killed at Waterloo," and that, "King Charles I. was beheaded by Bishop Juxon because he would not let Cromwell be king," and the number of boys who believe that Luther came to England to help King Henry VIII. "to bring about the Reformation is perfectly amazing. But no inference can be drawn from mistakes like these. Boys under the best of teaching will make them, and side by side with the blunderers will be found boys perfectly able to correct the blunders.

History.

Geography, too, so far as it is made up of the names and positions of places, is in the average school very fairly taught. In more than one school I have seen the teacher draw a blank map, and get the boys to fill it up with rivers, mountains, lakes, countries and towns with great accuracy. In a few schools the list of products and manufactures enumerated in the books will be given

Geography.

without a mistake. In one school some excellent maps showing all the rises and dips of the Sussex hills were done for me. But the vast majority of schools neglect physical geography altogether. The shape and motion of the earth; the flow of the winds and tides; the comparative elevation and depression of the surface; the very meaning of the terms equator, meridian, pole, zone,—are left unexplained. Nor is any attempt made to connect the phenomena which are known. Why should large towns be situated on deep rivers? Why should certain manufactures be found in the same locality with certain minerals? Why should the rivers which have mountains on each side of them be large?—some such questions constantly enter into the geographical teaching of good schools, and are absolutely necessary to give life to the otherwise dry study of geography. It can scarcely be pretended that such matters are beyond the comprehension of boys. If good text-books were in use, the boys would seize the facts for themselves: and good cheap text-books are not wanting. But there is a bigoted adherence to old text-books like Guy's and Goldsmith's, which springs not so much from a preference for them, as from the belief that geography was a science discovered once for all long ago, and that therefore one text-book of geography must be just as good as another. Much improvement might, I am convinced, be made in this branch of study, without any loss of time or additional expense, which seem to be serious objections to some other improvements.

Music. On the subject of music I have very little to say, except that in eight of the private schools for boys which I have visited, class-singing is taught; that not more than 10 per cent. of the boys are found incapable from want of voice or ear from joining in the class; that both under Hullah's system and the Tonic-sol-fa system an hour or two a week will suffice to give boys before they reach the age of 14 such a knowledge of music as will enable them to read simple part music correctly; and that of the different systems in use, the Tonic-sol-fa is the easiest. I have not considered it necessary to inquire into the teaching of instrumental music, which in the case of boys is rather a rare accomplishment than a part of their education, taking up too much time ever to be admitted into the regular school hours. So little of the theory of music—nothing in fact but the mere grammar—is taught, even in the best boys' schools, that I need not dwell upon it. Counterpoint and thorough-bass and the mysteries of harmony are branches of mathematics which might perhaps be introduced with advantage in the highest class of schools, but are too difficult for any but the highest. The practice of class-singing opens to a boy such a fund of simple pleasure which will last him through life, and from which he would most probably be otherwise cut off, that I would gladly see it extended to all schools.

Girls' Schools.

The bulk which my report on the education of boys has already reached, warns me that I must be brief on the subject of girls'

TABLE S.—UPPER SCHOOLS FOR GIRLS.

	No. of Pupils.	Fees for Boarders.	No. of Pupils learning								
			Latin.	French.	German.	Mathematics.	Arithmetic.	Natural Science.	Instrumental Music.	Vocal Music.	Drawing.
a	12	50 to 60 guineas	0	12	6	0	12	12	12	4	?
b	10	60 guineas	0	10	†1	0	10	10	10	8	10
c	*39	60 to 80 guineas	34 10 learn Greek	39	22	15	39	?	12	?	13
d	12	60 guineas	0	12	7	0	12	12	12	?	6
e	10	80 to 100 guineas	0	10	3	0	10	10	10	2	4
f	20	100 guineas	2	20	10	0	20	?	20	20	10
g	32	60 guineas	0	32	15	4	32	28	32	24	19
h	18	60 to 100 guineas	6	18	1	0	18	?	18	?	12
i	*18	60 to 70 guineas	0	18	7	0	?	?	18	2	10
j	13	60 to 70 guineas	6	13	?	?	?	?	13	1	8
k	22	80 to 100 guineas	6	22	9	11	22	11	18	17	10
l	20	80 guineas	4	20	16	0	20	?	20	12	16
m	20	60 to 80 guineas	1	20	16	0	20	?	20	10	8
n	24	80 guineas	0	24	10	0	24	?	24	?	16
o	24	80 guineas	16	20	5	0	20	20	20	5	11
p	17	80 to 100 guineas	4	14	7	0	14	12	15	16	17
q	20	?	0	21	7	0	19	0	21	3	8
r	10	80 guineas	0	10	8	0	10	0	10	3	8
s	23	60 to 80 guineas	?	23	?	?	23	?	23	?	?
t	25	70 to 85 guineas	0	25	21	0	25	20	25	8	10
u	23	100 guineas	?	23	20	?	23	23	23	19	12
v	24	60 to 70 guineas	4	24	9	0	24	17	23	9	15
w	16	60 to 80 guineas	?	14	8	?	14	?	14	3	3
x	12	60 to 70 guineas	1	12	4	?	12	?	12	3	4
	466	—	84	456	212	30	423	175	425	169	230
Per-centage			21	98	49	8	99	72	92	48	53

TABLE T.—MIDDLE SCHOOLS FOR GIRLS.

	No. of Pupils.	Terms for Boarders.	No. of Pupils learning								
			Latin.	French.	German.	Mathematics.	Arithmetic.	Natural Science.	Instrumental Music.	Vocal Music.	Drawing.
a	*25	25 guineas	0	10	0	0	25	0	15	?	?
b	*29	20*l.*	0	4	0	0	13	0	6	?	?
c	*16	40 guineas	0	16	2	0	?	?	15	3	5
d	*31	20*l.* to 25*l.*	1	31	5	0	31	?	24	3	0
e	*40	40 to 44 guineas	0	40	0	0	40	?	40	?	?
f	*17	40 to 50 guineas	0	17	9	0	17	?	17	7	11
g	*20	16 guineas	0	3	0	0	20	0	3	0	0
h	†18	—	0	0	0	0	18	0	0	0	0
i	*43	20*l.* to 25*l.*	0	4	0	0	23	0	8	0	0
k	*51	16 guineas	0	3	0	0	51	?	18	0	2
l	*20	28 guineas	0	6	0	0	14	14	10	3	1
m	*40	?	0	25	0	0	30	0	25	0	0
n	*40	21*l.*	0	40	2	0	40	0	40	1	6
o	†32	—	0	0	0	0	24	0	1	0	0
p	*43	20*l.* to 25*l.*	0	4	0	0	23	0	8	0	0
q	*51	16 guineas	0	3	0	0	48	0	18	0	2
r	*52	20 guineas	0	4	0	0	42	0	17	5	1
s	*26	22 guineas	0	10	1	0	26	19	14	1	3
t	†21	—	0	2	0	0	12	0	4	0	1
u	*20	13*l.* to 15*l.*	0	0	0	0	15	0	5	0	0
w	†26	—	0	5	0	0	26	0	3	0	12
x	*46	25 guineas	0	17	0	0	40	0	31	0	1
y	*33	30 guineas	0	28	10	0	30	20	26	12	20
z	*28	18 to 20 guineas	0	12	0	0	16	0	6	1	0
aa	*22	18 guineas	0	2	0	0	22	0	7	?	?
bb	*12	25 guineas	?	?	?	?	?	?	?	?	?
cc	*24	30 to 35 guineas	?	?	?	?	?	?	?	?	?
dd	*25	40 guineas	0	25	?	?	25	14	20	9	11
ee	†43	—	0	7	?	?	43	?	10	?	?
ff	*16	20 to 22 guineas	0	3	1	0	16	?	?	?	?
gg	*21	30 guineas	?	?	?	?	?	?	?	?	17
hh	*32	20*l.*	?	2	?	?	27	?	6	?	?
ii	*42	18 to 20 guineas	0	7	0	?	42	?	11	?	?
	1,005	—	1	330	30	0	799	67	408	45	93
Per-centage			0	34	3	0	86	10	44	6	13

* Mixed, boarders and day-scholars. † Day-schools.

education. The annexed tables of numbers, terms, and subjects, are arranged on the same plan as the tables previously given of the private schools for boys. Only one of the "proprietary" schools for girls has sent in answers to the printed questions. But I was allowed to examine and collect information in four schools of this kind. I was unsuccessful in my endeavours to get information respecting Roman Catholic proprietary schools for girls, of which there are three in my district.

General results.

If I were to sum up the impressions I derived from my visits to girls' schools, I should say, (1) that the mental training of the best girls' schools is unmistakably inferior to that of the best boys' schools, (2) that there is no natural inaptitude in girls to deal with any of the subjects which form the staple of a boy's education, (3) that there is no disinclination on the part of the majority of teachers to assimilate the studies of girls to those of boys, (4) that the present inferiority of girls' training is due to the despotism of fashion, or in other words, the despotism of parents and guardians.

Absence of classical teaching.

The absence of classical teaching will alone account for much of the inferiority.

"Latin" in girls' schools.

It will be seen that Latin is professed to be taught in 11 out of 24, or 45 per cent. of the more expensive private schools for girls. But "Latin," in the girls' schools which I have visited, means "Latin derivations," which are got up out of a manual like Black's or Graham's. In at least one, however, of the private schools which I visited, the language is taught grammatically to all the pupils, and girls of 16 and 17 are able to translate Cæsar and Virgil. The testimony of a gentleman who was engaged in giving lectures in English literature, in different schools, is as follows. "I think much might be done by "turning out some of the modern languages and substituting "Latin. In the best girls' schools three modern languages "are taught. I have not taken any part directly in teaching "Latin to girls. But I have had frequent opportunities of test-"ing it. I have known several instances of girls who after read-"ing Cæsar have proceeded to and reached proficiency in "translating Virgil. If I were to compare girls' translations "with boys,' I should say that girls showed more taste, boys more "accuracy. A boy will deal with an unseen piece better than a "girl; but a girl will know a book she has read better than a "boy." A lady who had conducted a girls' school for many years said, "I learnt Latin myself when I was a girl. I teach it to all "my pupils. It is a positive saving of time as regards the "acquirement of modern languages, and it is the only way of "teaching the principles of grammar." Four other ladies expressed their anxiety to introduce it into the school course; but were unable to encounter the opposition of parents.

Absence of mathematical teaching.

The absence of algebra and geometry will also explain a great deal. And yet girls can attain a very respectable standard in both. In one private school some of the girls had read five books of Euclid, and algebra was an essential part of the regular school course. The teacher told me that girls were "particularly fond

of algebra." I must add, that in a proprietary school in which boys and girls were working side by side in the same class, I found the girls quite as proficient in Euclid as the boys; though I cannot say the same of their algebra.

In the kindred subject of arithmetic, too, I find that girls, if properly taught, can be brought to quite as forward a stage as boys. I have repeatedly given the same paper in arithmetic in different schools, and though the average of girls' papers is considerably below that of boys, quite the best papers in arithmetic were sent in by a girls' school. I afterwards ascertained that the subject was taught by a visiting master. Arithmetic.

Where classics, mathematics, and good arithmetical teaching are wanting (and they are wanting in the majority of girls' schools), sound grammatical knowledge of the mother tongue and the power of concentration and strict logical inference are often wanting too. It is often said that French is better taught in girls' schools than in boys', and this is true in a certain sense. More time is given to the study, and many a girl can both speak French and write it from dictation whose brother can do neither; but, except in a very few instances, the translations from English into French, which I take to be the true test of a knowledge of the language, abound in faults of grammar. It is the practice in some schools to make the girls speak French in their bedrooms or in their walks. I know of no more useless, I was going to say more injurious, method, even as regards French conversation, which it is the object of this practice to foster. Listen to any party of girls talking French to one another, and you will find that it is a mysterious jargon of English words with a French termination, and an occasional French preposition or auxiliary verb. French conversation is only useful where it is carried on with a person who is able and ready to correct it.

The following extracts from a letter which I wrote to one of the governors of a proprietary boarding-school for the daughters of clergymen may serve to illustrate the impressions I formed, from actual examination of the pupils, of the instruction given in the better kind of girls' schools. The letter might, with the necessary alterations of details, serve for other schools as well as for the particular one to which it related. Examination of a proprietary boarding-school for girls.

I must premise that the number of pupils in this school is 100; the average annual expenditure (not including rent for buildings, which are the property of the school) is 3,600*l.*, or 36*l.* per pupil; the staff consists of 12 adult ladies and six pupil-teachers, all resident; and the aggregate sum paid for salaries to the teaching staff in the year 1864 was 950*l.* 4*s.* 0*d.*

"The examination, as you are aware, was conducted partly on "paper and partly *vivâ voce*. The papers set were the following:—

"I. A comprehensive paper in arithmetic (answers sent in "by 7 classes).

"II. A comprehensive paper in English grammar (2 classes).

"III. „ „ French grammar (5 classes).

" IV. A piece of English to be translated into French (4 " classes).
" V. A piece of French for dictation and translation into " English (4 classes).
" VI. Questions on the political geography of Europe (4 " classes).
" VII. A subject for an English essay (4 classes).
" VIII. A paper in Macaulay's History of England, vol. 5, and " Arnold's History of Rome, vol. 3 (1st class).
" IX. A paper in Lord's History of Modern Europe (2nd " class).

" I examined the classes *vivâ voce* as follows:—

" 1st class, in English parsing and analysis, French on Pro- " verbs, English Past and Present, Oswald's Derivations, French " translation and grammar, and Keith's Physical Geography and " use of globes.

" 2nd class, French and English.

" 3rd class, History of Greece and English grammar.

" 4th class, English grammar, History of Rome, English " History.

" 5th and 6th classes, Elements of geography and History of " England.

" The relative position of the pupils in their respective classes " will be seen by the enclosed table of marks. Oral examination " tests so many qualities besides mere knowledge that I should find " it difficult to arrange the pupils in order of merit if I had merely " the results of the oral examination to guide me; but on com- " paring these with the marks I have assigned to the different " papers I find that (with a few deductions for shyness and timidity " on the part of those who were brought face to face with an " examiner for the first time) they confirm one another. Oral " examination, with all its defects, has this advantage, that it allows " the examiner to put the same question in many different ways, " and to elicit an answer which, if the question were presented in " only one form, would not be forthcoming.

" At the foot of each column of marks I have registered the " average marks of the whole class in each subject. These will " point to many conclusions besides those which I am about to draw " out, and it will perhaps interest you to compare the average with " the maximum number in each case, and the averages of the " different classes in the same subject.

" I have no hesitation in saying that the firmest portions of the " work which came under my notice were history, geography, and " English composition. The young ladies of the first class have " evidently taken a great amount of interest in the portions of " Macaulay's 'England' and Arnold's 'Rome,' which they offered " for examination, and it is a source of congratulation to both " teachers and pupils that standard works of this high rank are so " well used and appreciated. Many of the papers show the marks " not only of the careful study of the facts but also of an attention

" to the philosophy of history. To the *second* class equal praise is " due for the careful manner in which they had prepared their " portion of history. The careful attention given to historical sub- " jects, and more especially the selection of good classical authors " instead of compendia as text-books, has had a very beneficial " effect upon the English composition of the two upper classes. " Many of the essays sent in to me are good in style and arrange- " ment, and some of them are well stocked with apt illustrations " drawn from history, and at the same time keep the proposed sub- " ject well in view. There is a considerable gap between the " composition of the first two classes and that of the rest of the " school; but all the papers of the junior classes are remarkably " free from faults of spelling, a point too often overlooked, but " to which the ladies who are engaged in teaching at * * * " have evidently attached great importance.

" The geographical knowledge of the first four classes was good " throughout, and embraced the political and commercial conditions " of countries as well as mere topography. Perhaps with the juniors " a little more time might be usefully spent in map-drawing which " does not appear to have been much practised.

" The first class showed a fair, and the second a moderate, " knowledge of the subject matter of 'Keith.' I am sorry I could " not give a paper in this subject, which requires to be illustrated " by diagrams, and in which an oral examination is somewhat " unsatisfactory.

" The English analysis and grammar of the first (who alone did " the paper set by me) are not quite up to the level of their other " English attainments. They have a very fair acquaintance with " their text-books, but there is a want of grasp in their analysis. " They cannot pick an expression to pieces and untie the knots of " a complicated sentence. They want some engine to play the part " that Latin does in the education of boys. It is questionable " whether this can be done fully through the medium of a modern " foreign language. But it can be done to some extent. It has " often been remarked that a person who knows only one language " knows none, and a very careful attention not only to the accidence " but also to the syntax of a language possessing more inflexions " than our own is necessary to secure a mastery of those principles " which are common to all languages, but are more disguised in " English than in most other tongues. I cannot help thinking that " a closer attention to the *minutiæ* of French grammar, and a more " complete sifting of the meaning of French sentences, together " with the frequent practice of translation from and into French, " would go far to supply the missing power of analysing the mother " tongue.

" The present classification of the school is, as far as I can " judge, based on the relative proficiency of the pupils in English " subjects, and the classification, once made, is maintained in all " subjects. It thus often happens that a pupil, whose knowledge " of French or arithmetic (say) is not quite on a level with her " proficiency in history, geography, or Scripture, is associated

" in the study of the former subjects with companions whose " knowledge of them is either far above or far below her own.

" The plan which I adopted of giving the same paper in French " and arithmetic to several classes brought out some surprising " results. A little attention to the table of marks will show that, " whilst the arithmetic of the first class maintains, when compared " with that of the second and other classes, the precedence which " one might expect, there are four young ladies in the third class " whose arithmetic papers are better than all, except two, in the " second class. Again, if we look to the French grammar, the " marks of the second class are much higher than those of the first, " and even the grammar of the third class compares favourably " with that of the first. If it be possible to do so without incon- " venience, I should venture to suggest a more elastic method of " classification, which would allow those who are at the same stage " of advancement in any given subject to study it together. To " do this the whole school would probably have to be engaged " upon the same subject at the same hour, and a different classi- " fication adopted for each subject. Miss * * * and the " other ladies at * * * would best be able to give an " opinion whether such a system, if approved, is practicable.

" The answers in arithmetic were on the whole fair, but, as I " have already observed, a great diversity of merits is to be found " in each class. One young lady of the first class obtained 79 out " of 100 marks, a high proportion; but the marks of the other " papers of the same class did not reach much more than one-half " of the maximum. The working is in the main accurate, but the " right answer has in some cases been missed through a want of " apprehension of the drift of a question, which a little more " attention might have corrected. A little more clearness in the " statement of a problem and a less entangled arrangement of the " parts of the work would have led to the right answer in many " cases where it has been missed rather through want of method " than want of power. It would be well, too, if the definitions of " such terms as 'fraction,' 'numerator,' 'denominator,' 'com- " 'mon measure,' and such others as are of frequent use, were " minutely studied and committed to memory. The ordinary " text-books will supply accurately framed definitions; but the " pupils would do well if they bore in mind that every part of a " definition is essential, and that it may be vitiated by the addition " or omission of a single word.

" The third class deserve commendation for their French gram- " mar papers, which I have noticed above, and for the satisfactory " examination which they passed in Grecian history *vivâ voce*. " This is, I think, a very promising class.

" Four young ladies of the fourth class sent in very good papers " in French grammar, and their *vivâ voce* answers to questions in " English history were satisfactory. I am sorry I cannot say so " much for their answers in English grammar and Roman history.

" The fifth class have evidently been very carefully taught in all " the subjects in which they came under my notice. I adopted a

"slightly different standard in marking the papers of this and the "two next classes, so that the table of marks is no longer a safe test "of their merits compared with the classes above them; but for "such young pupils both the written and oral parts of their "examination were very creditable."

General characteristics.

The absence of good instruction in the principles of grammar; the teaching of French, conversationally, to the neglect of translation and grammatical analysis; the working of arithmetical questions by rule without the exercise of thought; the knowledge of history, in the better schools derived from the careful study of standard authors, in other schools from constant application to compendia of history, with the derived power of expression and theme-writing in the one class, and its absence in the other; the knowledge of the details of geography, sometimes extending to minute inventories of the animal, vegetable and mineral products: dexterity in the mechanical "use of the globes" without any apprehension of the great physical facts which they represent,—all these are general characteristics which I might establish by giving detailed accounts of the different examinations I have held in working schools, both proprietary and private for girls of the upper middle class. I have not space for these details. I will give only one other example of a proprietary school, which may in some respects be compared with the last-mentioned school.

Proprietary day-school.

This was a day-school containing 101 girls. The object of its supporters (who are tradesmen) is "to provide for their daughters a liberal and complete education at a moderate cost, without the necessity of sending them from under their own domestic care." The annual fee is eight guineas for proprietors, 10*l.* for non-proprietors. The aggregate cost of working the school from Michaelmas 1864 to Lady-day 1865, was 428*l.* 11*s.* 4*d.* The salaries paid to teachers for the same half-year amounted to 240*l.* 13*s.* 2*d.* The staff consisted of eight regular governesses and three visiting teachers, two of whom were masters, for choral singing and arithmetic respectively. There are no extras; and books are included in the fees. The school is examined annually by proctors appointed by the College of Preceptors. English, French, music and drawing are taught to all the pupils, and one hour of every afternoon is devoted to needlework, the teachers reading from some standard author whilst the pupils work. The arithmetic of this school was particularly good; the history very indifferent. With the exception of these two subjects the pupils of the day-school fail, and succeed in the same subjects as those of the boarding-school which I have just noticed. I do not think much difference would be found to exist between girls of the same age in the two schools in their knowledge of English grammar, geography, and French. A greater proficiency is attained in drawing and music in the boarding-school; but the drawing of the girls in the day-school, as far as it goes, is far from contemptible, and aims at the useful rather than the ornamental; the hand-writing in both schools is unexceptionably neat, the demeanour of the pupils staid, almost severe. The destination of nearly all the girls in the first school and of a great number in the second is to

be governesses in private families. Both schools make mental cultivation their chief aim, and do not sacrifice it, as is the case in too many schools for girls, for the more showy but less useful "accomplishments." The two schools I have singled out are really working schools. Their numbers are large; they are obliged, from their size, to be methodical; they have fixed hours for study and systematic time-tables; they are independent of the whims of parents; and they have governors who bear in mind that economy is not the chief consideration in the choice of assistants.

Influence of governing body in proprietary schools for girls.

In speaking of proprietary schools for boys I have expressed a doubt as to the advantage of close supervision of the masters by the proprietary body. But men are more likely to resent interference than ladies are. In both of the girls' schools which I have touched upon, the existence of a controlling body is regarded as a privilege rather than a burden. It has been the lot of both schools, but especially of the boarding-school, to attract the sympathy and engage the voluntary services of gentlemen who have really been zealous in advancing their best interests; and in times of difficulty, of sickness, or insubordination, either on the part of pupils or assistants, advice and help have been at hand which are often wanting to the more timid or more dependent of the proprietors of private schools.

Defective buildings in day proprietary school.

One of the chief defects of the day-school is its lack of sufficient buildings, and in this and the want of a playground it contrasts very unfavourably with the boarding-school, which has excellent buildings and extensive grounds. The absence

Absence of playgrounds.

of a playground is thought by some of the parents to be a merit rather than a fault. The parents of girls who go to day-schools are very jealous of the absence of their daughters at any but school hours. Besides the fact that there are home duties which many of the girls of the middle class have to share with their mothers, more evil than good is apprehended from "gossiping," as the association of girls of the same age, whether for play or conversation, is usually termed. However, this may be—whatever may be the influence of a common playground for girl day-scholars—the physical health of the pupils demands greater attention to the size and ventilation of the rooms and to the comfort of the pupils whilst at study, than has been given in the day proprietary school which I have in view. The day has gone by when stooping or "lounging" were thought crimes instead of signs of physical weakness, and to have a strong back-bone was an indication of moral excellence. The custom of giving chairs with backs is gradually extending itself; and already the majority of girls' schools have made this humane concession to the infirmities of childhood. But I have more than once had occasion to notice the weary, languid look of girls, and, I may add, of boys, who have been made to sit on a form without support for the back, or to stand for perhaps an hour without changing position.

Comparison of boys with girls.

Taking them class for class, from the lowest to the uppermost section of the social scale, I have found that girls spell better, read better, write from dictation better (whether the pieces

selected be in their own or in a foreign language), and master the bare facts of history and geography better than boys. But they translate, analyse, and parse worse, they are not so quick or so accurate in arithmetic or algebra, or Euclid, and they are less able to deal with themes and general questions than boys are. I have stated my reasons for thinking that their inferiority in these respects is not due to natural incapacity. The teaching is, on the whole, worse in girls' than in boys' schools. It is common, for example, to see catechisms of grammar, of history, of geography, of music, learnt by heart, question by question, and answer by answer; the page is committed to memory, and is afterwards picked up scrap by scrap from the memory by the "teacher." In numerous cases I have noticed an utter inability on the part of the teacher to frame a question, and text-books are often complained of because they have no questions at the foot of the page or the end of the chapter. Even in schools where a good text-book of history is in use, the questioning consists merely of throwing a sentence of the text into the interrogative form. Thus a sentence will be read. "The clergy meanwhile, though their rage was happily diverted from falling on the king, were not idle in magnifying the sanctity of Becket." The question will be, "On whom was the rage of the clergy happily diverted from falling?" "What was it that they were not idle in magnifying?" The answers "The King" and "The sanctity of Becket" being the only ones which would be deemed satisfactory. I am far from affirming that this weakness does not exist among schoolmasters as well as among schoolmistresses. But it is much more common with the latter than with the former.

Servility to books.

It will be seen from table S that as many as 72 per cent. of the pupils in the upper class of schools learn some branch of natural science. Indeed, in three of the schools which I visited several branches of natural science are taught. Botany is usually preferred by ladies; but chemistry, natural history and physics appear among the subjects taught. The teaching is chiefly oral, professors being engaged to give lectures to the whole school once or twice a week. In four out of eight schools of this class of which I have information, oral teaching is the only method employed: in the remaining four the use of text-books is added to the lecture.

Natural science in upper schools;

In the middle schools only 10 per cent. of the pupils learn any branch of natural science. In seven out of 11 the subject is learnt from a text-book. In two, lectures are given by professors, and text-books used. In two the teaching is entirely oral.

in middle schools.

A large body of resident professional teachers has been attracted to Brighton by the demand for lecturers in science in the private schools, and especially in ladies' schools, and by their agency a great amount of useful knowledge is conveyed in a form much more attractive than that which a text-book unaccompanied by oral teaching presents. I have heard these gentlemen spoken of in terms of the highest praise. But I was unable, from ignorance of the natural sciences, to test the proficiency of their pupils.

When text-books alone are in use, I do not attach much value to

the study of the natural sciences by young girls. Indeed, the study, especially in the middle schools, consists mainly in committing to memory a portion of an elementary text-book, such as Brewer's Guide to Science. If the main object of the study be to quicken and rectify the power of observation, I think the end is better reached by a good "object lesson,"—and the oral lectures are chiefly of this kind—than through the medium of text-books. At all events, this method makes it necessary that the teacher should at least know as much as the pupil. Teaching, and hearing a lesson, are more apt to be confounded in this than in any other branch of instruction.

"Accomplishments."

The great and obvious feature of all girls' schools, except those of the very humblest type, is the enormous preponderance given to accomplishments over solid acquirements. I do not know how better to illustrate the prevailing ideal of female education than by quoting the reply of a lady to my request that she would furnish me with the total number of her pupils, the subjects taught in her school and the number learning each subject. It was briefly this. "Sixteen boarders. Two morning pupils. *All* learning "the French language and the pianoforte. *Seven* learning the "German language. *Ten* drawing. *Two* Italian language. Two "singing. *All* dancing." Another reply to a like question was, "Fourteen boarders, two day scholars.

"All learning French.
"2 do. German.
"15 do. Music.
"5 do. Drawing.
"10 do. Dancing."

There is this difference between schools of the higher and lower strata, that in the former accomplishments are made of paramount importance against the wish, in the latter, with the concurrence and at the instigation of, the teachers. Over and over again ladies of experience have told me that the time devoted by the wish of the parents to modern languages (that is the acquirement of fluency in speaking French, German, or Italian), to ornamental drawing, and more than all to instrumental music, leaves them no time—or as one lady expressed it, "no leisure"—for more serious study. The story of the old lady who used to give her mind to whist, and unbend it over a book, is repeated, and young ladies are made to devote themselves to what are at most the graces of life, and merely nibble at the bone and sinew of sound instruction in the moments which can be spared from the piano and the easel. Take instrumental music for an example. In the upper schools—schools for the daughters of gentlemen and professional men—instrumental music is universally taught; the pianos are at work from morning till night. The classes are constantly broken by the "piano list," which is always the guiding, and sometimes the only time-table; and every pupil, be she naturally musical or unmusical, whether or not she have an ear for time, tune or harmony, may be said to go through the ordeal—often hateful, sometimes tearful,—of fingering a yard and a half of ivory-faced levers for an hour or an hour and a half

Instrumental music.

every day. An astonishing manual dexterity is often acquired; in the majority of instances nothing more; and from the nature of the case it can be nothing more. It is not thought worth while to tune practising pianos, or those which are used by the junior girls, who usually get the broken-down hacks which have ceased to be fit for nobler work. It would be an act of mercy to a child with a musical ear to take out the wires; it certainly cannot improve an imperfect ear to leave them in untuned.

If it be the object of music to cultivate the ear and the taste of children, nothing but the very best instruments ought to be tolerated even for beginners, and both ear and taste are more quickly and more effectually cultivated through class-singing than by any amount of instrumental music.

Singing of boys in class better than that of girls.

It is not pretended that girls have by nature a less correct ear for music than boys; and yet it is a fact that the singing of a class, whether in unison or in parts, (and I have repeatedly tried the experiment,) is invariably found more accurate both in time and tune in the case of boys than of girls; and this, in spite of the utter unacquaintance of boys with instrumental music. In fact, boys are taught to sing from ear, girls are seldom taught to sing in class at all. Many a boy with little natural taste for music, acquires such a taste by joining with companions who have been more favoured by nature. None but the most gifted of girls can hope their taste to survive the nauseous process to which it is subjected.

Friends' school.

I was much disappointed in not being allowed to examine at a very exceptional school, where both teachers and pupils belonged to the Society of Friends. No music is taught in the house, and much additional time is thus set free for other subjects. French and German are taught to every girl, Latin and Euclid to the upper class. The ladies who conduct it told me that the first book of Euclid was usually mastered by every girl before she left the school (the average age for leaving being 17,) and that some of the pupils had got as far as the fourth book. But they were averse to an examination. "Girls are too excitable to be examined by a "stranger, and to rouse the spirit of emulation over-much is "dangerous" they said.

The teachers protest, but parents are inexorable.

It is remarkable how uniform the testimony of the proprietors of private schools is on this head. "I have often remonstrated with parents," says one lady, "on the folly of teaching music to the hopelessly unmusical; their time might be so much better spent; but the parents are inexorable." Another says, "I am obliged to teach music to all my girls. Parents are a little selfish in this respect. They require it in every case." Another lady "wishes she could teach the unmusical girls in class, and spare some of their time to Latin and mathematics." Another says, "The prejudices of parents are my greatest hindrance. They insist on accomplishments, especially instrumental music. Their only motive seems to be display. All the pupils are taught instrumental music. During the whole of my experience I have only had four or five girls who became really good musicians."

These and similar complaints come from the upper class of

teachers. They become fainter as we descend the scale; but protests are still heard against the demand for "showy accomplishments," "French and the piano," "the piano." In the proprietary day-school which I have before noticed all the pupils are taught to play on the piano. "The parents are all prejudiced in favour of music. They all pay alike, and think they ought to get the same things for their money." Amongst the private schools I visited were three whose main object was to train pupils for situations as private governesses, and for these music is found indispensable. One lady told me that "a girl could not get a situation unless she knew something of music. However unmusical she may be, she may always learn enough to be able to teach little children. I had one pupil, otherwise clever, who became a governess, but could never get a higher salary than 15*l.* a year; the reason being that she could not teach music." The teachers in the other schools spoke to the same effect.

Drawing.

The same love of display which prompts parents to make their daughters learn instrumental music, gives a character also to the drawing practised in ladies' schools. To the parent the test of proficiency in drawing is the ability to make pretty pictures, and girls are often allowed to draw in oils or water-colours before they have got hold of the elements of perspective. The upper class of schools is improving in this respect, and in several of them regular lectures are given in perspective; the subject being illustrated by diagrams drawn on the black-board. But in the "middle" schools, drawing from finished copies of heads or landscapes, in pencil, sepia, or water-colours is encouraged or allowed to the exclusion of the less attractive, but more necessary subjects of geometrical drawing and perspective. In three, however, of the schools of this class, from which returns have been sent in, regular lectures are given in the principles of drawing by the master of the Sussex School of Design. 53 per cent. of the girls in the upper class of schools and 13 per cent. of those in the middle schools, learn drawing of some kind or other.

"Domestic duties."

One of the prospectuses sent to me gives the following list of subjects as taught in the school.

"1. Domestic and moral duties.
"2. English (as a language).
"3. Elocution.
"4. History and geography.
"5. Writing and arithmetic.
"6. Plain and useful needlework.
"7. Fancy ditto.
"8. Music taught with especial care.

Needlework.

I do not feel called upon to criticize this list; but I wish to say a few words on the place occupied by the teaching of "Domestic duties," and especially of needlework, in girls' schools. Of 30 schools which have attempted to fill up Form E, viz., the table of subjects and scholars learning each subject, only three omit needlework. The table being left blank in the returns from other schools, it is impossible to draw any accurate conclusion with

respect to them; but from the inquiries I made of different schoolmistresses, I have no reason to suppose that needlework is neglected by a greater proportion than three in 30, or 10 per cent. of the schools. And those in which it is neglected are chiefly day-schools. I frequently heard the complaint that parents insisted upon needlework in day-schools, thus taking up a considerable portion of the time, already too short (in the opinion of the teachers) for mental instruction. It is maintained that in day-schools at least this part of a girl's training might fairly be expected to be provided for at home. Frequent complaints, too, are made that the needlework expected is of the ornamental rather than the useful kind. I do not feel competent to give an opinion in this matter; but as far as I have noticed, the practice is rather to allow needlework to be done than to teach it. A great deal of labour is required, apparently, in preparing materials for work, and the teachers complain of the burden thrown upon them. In the day proprietary school which I have noticed, the practice is to allow needlework, which is brought from home prepared for the needle, to be done at certain hours, and to combine this manual work with reading from historical books, books of travel, or some other work of interest. It is found with the elder girls attention to the lecture is not incompatible with the employment of the fingers; but with the younger girls this is different, and they have to work in silence.

"Dorcas" classes.

It is the common custom even in the most expensive schools to devote an afternoon or an evening in each week to making clothes for the poor. In three schools of this class I found on inquiry that no ladies' maids were kept to mend, darn, &c., each girl being required to keep her own wardrobe in repair. The degree in which needlework is encouraged or permitted depends on the bias of the teacher, combined with the wishes of the parents. The finishing schools—the schools which undertake to make girls fit for society—despise and delegate to the servants as drudgery all the little tasks of the needlewoman or the housewife which ladies often voluntarily undertake. I have very little acquaintance with such schools. They are not likely to admit a stranger to their secrets, especially if he come in an official capacity; but I have had conversations with one or two ladies who protested against the demand sometimes made of them to play the part of chaperone at evening entertainments or to provide social gatherings for their pupils; superintending their dress, their deportment, their gait, their style of waltzing or riding. If parents choose to delegate their duties to strangers, no one, I suppose, can interfere with them. But the establishments which undertake these duties (and I have reason to think that they are numerous) are not schools. Indeed, the ladies who conduct them indignantly repudiate the title. "I think, sir," writes one lady "you have "entirely mistaken the character of my establishment, which is "not so much a school as a home for young ladies." Again, "Miss * * * presents her respectful compliments to the Rt. Hon. "the Secretary of State. She begs to inform him that her house

Finishing schools.

" is not a school; it is a comfortable home for a few delicate " girls," and so on.

Opinion of ladies on the education of girls.

But there are ladies who, whilst they decline to be mere purveyors of style and varnish, are seriously impressed with the idea that their chief function as trainers, is to make their pupils fit for domestic duties. "I do not think girls less capable than boys," said one lady, "but if you trained them in masculine studies you " would make them masculine. The proper sphere of woman is " to be dependent and domestic. The present education of girls " is evidently framed with this view. Men are afraid of clever " women. I have met many of my old pupils after they have left " school. As a rule, the clever ones remained unmarried; those " who got married are the vapid and the frivolous."

Another lady said, "I think a girl ought, above all, to be fitted " for her domestic duties, even to scrubbing and scouring. I " make all my girls do plain needlework, and devote one " evening a week to needlework for the poor. The girls do their " own mending. I do not keep a lady's maid for them. I would " teach them cooking if it were possible. The girls learn how to " keep house, and help me to keep the books, receive the goods " sent home by the tradesmen for the use of the house, check the " tradesmen's bills, weigh out the materials for puddings, make " tea, &c., &c. When out shopping, I take one or two of the " girls with me and accustom them to calculate the value of the " articles bought and make out the bills." . . . . "I think it is " very important that girls should be taught how to converse " properly. Every evening we meet in the drawing-room and " discuss historical subjects or the news of the day. When I can " manage it I get a few friends to meet them, or take them to a " friend's house." I had no opportunity of testing the mental attainments of these young ladies.

Examination not practised.

Examination, whether by means of papers or *viva voce*, is very little practised in schools for girls. It is not often desired. It is often deprecated. Of 63 girls' schools of all kinds, of which I have any information, only eight are examined by independent examiners, and four of these are proprietary schools. 17 content themselves with examinations conducted by their own staff of teachers, whilst to no less than 38 such a thing as an examination is unknown. As for the wishes of the teachers, many of them express no opinion. One says, "it would be of no advantage to " the pupils and a great nuisance to me;" 17 other ladies think an examination from without would be a disadvantage; three think it questionable. One says it would be "immaterial either way;" four think it would be an advantage if the parents could be got to consent; 12 (including those of course where it is practised) think it would be desirable. Amongst the reasons adduced against it are " girls are too nervous," " it would give girls a taste for publicity " " it would give a particular direction to studies, often undesirable, " and would induce a system of cramming rather than of acquiring " knowledge," " the school would lose its private character," " it " would take up too much of our time." Even those who approve

Opinions of teachers on the expediency of examination.

of it qualify their approval. "The result must be kept strictly "private, not only from the public, but from the pupils themselves. "Girls are unduly fond of approbation, and this weakness must "be carefully controlled." There seems to be a very wide-spread apprehension that the female character is not proof against undue elation at success or undue depression at failure. I have been told that girls would hate each other if they became rivals; that personal prominence must be carefully guarded against; that parents would be so jealous at the success of another person's child that they would remove their own. To all this I have only one answer, that those teachers who have tried it, value it, and do not find that girls are ungenerous in their rivalry. From several ladies I have received assurances that the effect of an examination, even where it has been tried for the first time, has been beneficial; and I have lately received requests to visit ladies' schools which I have been obliged to decline. I must add, that where girls have been accustomed to oral examination, I have not found them to be a whit less timid than boys.

Rewards and punishments.

The systems of rewards and punishments in use in girls' schools are very difficult to ascertain. From the returns which have been sent to me I gather the following information. Although competition amongst girls is deprecated in no less than 27 girls' schools, merit is recognized by the award of prizes in the shape of books. In most of these the qualification for a prize is the highest number of marks for daily lessons gained in a month or a quarter or a half year. In four or five, where examinations are allowed, the prizes are determined either wholly or in part by the results of an examination. Eight schools are without any system of rewards. But four of these are of a very humble class, and are probably unable to afford prizes. Five schools recognize honorary distinction, only, in the shape of cards or certificates. Two schools recognize conduct only as the qualification for a prize. In five schools a prize is given to every pupil whose aggregate marks reach a certain standard. In one school every scholar gets a prize on her birthday. In another, the "system of rewards and prizes in use" is stated to be "a plain tea party at Christmas."

Rewards.

"Good-conduct" prizes.

Where prizes are given for merit, good conduct is usually an ingredient in the qualification. The returns do not enable me to distinguish between those schools where distinct prizes are given for conduct, and for proficiency in study, and those where the two are combined. In 19 of the above-mentioned schools deprivation of marks is mentioned amongst the recognized punishments; but in the majority of instances it is not stated whether misconduct affects marks for lessons or for examinations. In more than one school, however, which I visited, it was the practice to blend mental with moral marks; to make disobedience or inattention cancel the industry or the ability which had been bestowed on an exercise or a lesson. In one school where the places of the pupils were determined by daily marks as well as examination marks, the marks assigned to conduct were added to the others, and the maximum for good conduct was sufficient to swamp the sum total of

the marks attainable in the examination. The principle, indeed, of rewarding behaviour and not ability, or at least of making the latter subordinate to the former, is, whether rightly or wrongly, almost universally prevalent. In one case I observed that conduct was subdivided into attention, neatness, gravity and other heads, each with its appropriate marks, so that at any time it was possible, by consulting the register, to pick out the most attentive or the neatest or the gravest girl. And in more than one school the degree of goodness attained by a pupil is kept constantly before her mind,—her white or blue or pink ticket representing to her whether her behaviour during a given period has been good, bad or indifferent, and entitling her to or disqualifying her for certain privileges. Many ladies who apprehend mischief from the competition of girls in their studies, see no danger in their competition for moral distinctions. I have no data, however, for estimating their comparative effects upon character.

Punishments.

With regard to the punishments in use I gather from the same returns that six ladies are happy enough to be exempt from the necessity of punishing at all. One gives me an assurance, scarcely needed, that "no *corporeal* punishments," another, that "no *cor-* "*poreal* punishments or deprivation of food or forfeits" are resorted to. Impositions in the shape of extra lessons or writing lines are given for various offences—but these are seldom stated—in 17 schools; bad marks, together with impositions, are found sufficient in 17 schools; in four boarding-schools deprivation of marks, in five day-schools detention after school hours, is found sufficient for all purposes. In one school offenders are made "to stand "with a black-board or in a corner." In another a badge is worn for not speaking French. In three schools fines are imposed for not speaking French. One lady tells me that the punishments in use are "such as are found by experience to check idleness and insubordination;" another in answer to the question, what punishments are in use and for what offences they are inflicted, simply says, "What I think proper." "Solitary confinement," "exclusion from class," "separation from companions," "banish- "ment from the schoolroom," "sending to bed," are amongst the punishments in vogue for insubordination.

Opinions of teachers on discipline of girls.

Most of the ladies with whom I have spoken on the subject agree in saying that young girls are very tractable and affectionate, and that gentle remonstrance is all that is needed to keep up the discipline. In several schools the girls are trusted to record the mistakes in their exercises, and their breaches of certain rules, *e.g.*, of the rule which obliges them to talk French at certain hours. And the confidence placed in them is amply repaid by the honesty which it fosters. I am told that girls are peculiarly alive to the disgrace which a breach of the code of honour which they are allowed to form involves. It is strange that in spite of this sensitiveness, their power of self-government should be so restricted. Surveillance by day and night is the rule. And the exceptional cases when it is relaxed are to my mind sufficient proofs that constant surveillance is a mistake.

The "gentle remonstrance" of which I have spoken sometimes takes the form of "a good talking to"—the most efficient remedy, as one lady told me, for juvenile offenders. The rose-coloured view, too, of girls' nature is not universally held. Indeed, the accounts given of the moral qualities of girls by one or two proprietors of boarding-schools are the pictures of despair.

I quote from the gloomiest of them. "I was for many years a "private governess, and held situations in different families, chiefly "of a high rank. I have taught both girls and boys, and have had "frequent opportunities of comparing them. My difficulties in the "performance of my present duty are legion. The chief of them "is the flightiness of the female character. Girls are not defi- "cient in quickness; they are often quick arithmeticians, quicker "than boys. But they are deficient in retentiveness and perma- "nence; they learn only for the moment. Girls require constant "surveillance. Their conversation must be carefully kept within "bounds. It is impossible for girls to maintain a proper tone if "left to themselves. One bad girl will corrupt all the rest. I am "against large schools for girls. I think 12 is the largest number "of girls that can with advantage be superintended by one person. "The ages of my pupils vary from 10 to 17. They are never out "of sight of a governess from morning till night. If I contrast "boys with girls, I find that girls have less truthfulness, less sense "of honour, and less sincerity of affection. You can appeal to a "boy's affections, or his sense of honour, but not to a girl's. I am "obliged to have recourse to various punishments; impositions, "consisting of words to be written out 50 times, &c., for lessons "improperly learnt; bad-conduct marks for small breaches of "discipline; for gross misconduct, *e.g.*, insolence to myself, solitary "confinement. No change is made in the food or lessons of the "offender, but she is not allowed to speak to any of her com- "panions or to a teacher, except for the purpose of saying lessons. "The punishment is continued till the pupil submits and apolo- "gizes. I have compared girls of the middle class with girls of "the upper class, and find that they are far less truthful and "honourable. Their great fault is deceitfulness." I have singled out this witness, because her testimony is in many respects unique. It would be endorsed by very few of the ladies whom I have consulted. Her experience of her own school, which consisted of the ideal number of 12 girls, does not recommend it as an example to be copied. I have heard the practice of "sending to Coventry," as the interdict from communication with teachers and companions is called (it is sometimes, but not always, accompanied by the wearing of some badge of disgrace), condemned as cruel and fatal to a girl's spirit. Many ladies expressed themselves against it, and one lady told me that any offence which deserved this punishment deserved expulsion. But this is not the prevalent opinion among schoolmistresses. The most severe punishment, short of expulsion, I was once informed, is "totally to ignore" the existence of the offender. "She must submit in time." Unquestionably, the offender will submit. No young girl can endure for any length

of time to be systematically shunned and ignored by all the human beings who surround her. But it may be questioned whether the submission, which is secured by this means, is a result commensurate with its cost. School punishments usually consist in limiting or restricting the bodily comforts or the liberty of an offender. But the punishment I am speaking of is of a different kind. It acts simply and solely upon the feelings. The former kind of penalties seldom leave anything behind them. But a teacher who punishes by wounding and torturing the tender susceptibilities of a girl, by treating her, and causing her to be treated by her playmates, as a leper, provokes a bitter animosity, which is only too likely to prove permanent.

In conclusion I beg leave to call attention to Appendix A., which contains answers to a circular of printed questions, which Mr. D. R. Fearon, the Assistant-Commissioner for the metropolis, joined me in framing, and which I sent to several gentlemen in my district, whose opinions on several points I wished to elicit. I am not at liberty to disclose the names of the writers. But the answers which are quoted in the appendix are all from gentlemen whose experience in education entitle them to a hearing.

I have attempted in the preceding pages to digest and state the matters of fact which I have collected, and to record the opinions of others so far as I have been able to ascertain them. I have not hesitated to express my own opinion on the shortcomings of different classes of schools, and incidentally I have pointed to one or two remedial measures, which would in my opinion be expedient, and to one or two dangers with which certain proposed remedial measures are in my opinion fraught. But for the most part I have been content to describe things as they are, and to leave to more competent judges to decide whether things as they are want mending, and, if so, how and by whom they are to be mended.

I have the honour to be,
My Lords and Gentlemen,
Your most obedient servant,
HENRY A. GIFFARD.

APPENDIX.

APPENDIX A.

The questions above referred to were as follows:—

A.—General Questions.

1. Are the endowed schools with which you are acquainted efficient? If not, to what causes do you attribute their inefficiency?
2. Can you mention any instances of the frustration of the founder's intentions, *e.g.*:
   - (*a.*) Where the endowment was designed for the education of boys and girls, but is now used exclusively for boys.
   - (*b.*) Where a liberal education was designed, but an elementary education only is now given, or the reverse.
   - (*c.*) Any other case of a modification of the founder's intentions, whether in your opinion judicious or not.
3. Would an attempt to abolish local restrictions in endowed schools meet with much opposition?
4. What is your own experience of the practical working of the following classes of charities?:—
   - (*a.*) Doles of money.
   - (*b.*) Doles in kind (*e.g.*, of bread or clothing).
   - (*c.*) Almshouses.
   - (*d*) Charity or hospital schools, where boys are fed and clothed as well as taught.
   - (*e.*) Money expended in putting boys out as apprentices.
5. Can you mention any charitable endowments, of these or other kinds, which might with advantage be converted to educational purposes?
6. What is the most useful form that an educational endowment for the middle classes can take?
7. What are the relative effects on mind and character of a day school and a boarding school?
   e.g. Supposing home influence in a given family to be good, will it be best for boys and girls of that family to go to a day school or a boarding school?
8. What advantages, if any, do schools managed by trustees or by a proprietary body possess over private schools?
9. Would you anticipate good results from a regular system of inspection? If so, should it be—
   - (*a.*) Compulsory on all schools?
   - (*b.*) Compulsory for endowed schools, optional for all others?
   - (*c.*) Optional for all schools?
10. Supposing a central board of examiners to be desirable, how should it be constituted, and by whom appointed?
11. How far is it difficult or undesirable to bring together in the same schools boys or girls of a different social grade?
12. Is there any other fact, or any view of your own, which will be useful for the purposes of this inquiry?

B.—Education of Boys.

1. Is it possible to give in a middle class school, definite religious instruction which shall be acceptable to all recognized denominations of Christians, and yet retain a genuine educational value?
2. In the case of boys whose education is to terminate at the age of 15 or 16, is it best to begin their instruction in language with English, French, or Latin grammar, and for what reasons?

3. Is it essential to good mathematical (and arithmetical) instruction that it should be individual? or can you employ class teaching with as much success in this subject as in language?
4. How far ought a boy to be advanced in language, mathematics, and physical science—
   (*a.*) Who leaves school for business at the age of 15?
   (*b.*) Who leaves school for a profession at the age of 18?
5. Is book-keeping a valuable educational instrument? Would you teach it to all boys?
6. Ought music, theory and practice, vocal and instrumental, to be taught to all boys? If so, up to what age?
7. Why is drawing generally so imperfectly taught in boys' schools? Do you approve of the Government (South Kensington) system of teaching drawing? And ought this subject to be taught to all boys?
8. Do you think that, in instructing children, teachers at present rely too much on the effects of teaching? or, on the other hand, that they give too much task-work? Are children allowed to work for themselves too little or too much?
9. What value do you attach to chemistry as an educational instrument? Is it true that chemistry can never be carried to such a point with boys as to make the study of it a real educational force?
10. Is there any other view of your own in reference to the instruction of boys up to the age of 18 years which will be useful for the purposes of this inquiry?

C.—Education of Girls.

1. Given the best education for boys; will that necessarily be the best for girls also, except in respect of needlework? If not, why not?
2. Is there an adequate supply of the proper means of female education within your reach? If not, what are the chief defects?
3. Is the public so apathetic, or perverse in its views of female education, as to render it necessary to create endowed girls' schools for the upholding of a better standard? *e.g.* To what department of a girl's education do parents generally attach most importance?
4. In what respect are female teachers most deficient? What do you think would be the best means of improving them?
5. What is your opinion of the existing state of girls' education, and on what data is this opinion based?
6. Can you give any other facts or views of your own in reference to the education of girls which may be useful for the purposes of this inquiry?

To these questions I received amongst others the following answers:—

I.

A.—General Questions.

1. The few that I know give a very indifferent education to the majority of the boys. The causes are probably—1st, deficient number of masters; 2nd, mode of selecting them, by testimonials or college honours, not experience and success as teachers; 3rd, absence of any method of ascertaining and *publishing* the general status of the school, compared with others.

3. It would meet sharp opposition from those interested.

6. *Prizes for success,* such as exhibitions and scholarships, free education, admission as articled pupils to Government factories, premiums to give admission to private offices, factories, or works, commissions and cadetships, civil service appointments (*see note*).

7. A day school has little influence on character, except by the company it brings. Boarding schools form the character materially. Home influences are by far the strongest and most durable, as well as the safest. Where these are good, a day school is preferable. But unless the home *discipline* and *control* is complete, a boarding school is better, if a *good school.*

8. They are more independent of individual parents, hence the master has less inducement to consult the wishes of the weak or injudicious.

9. A compulsory inspection of endowed schools would be just and expedient (?), but Government has no claim to intrude into a private house for the purpose of superintending a private contract. If voluntary, I myself should invite it, but I have not much faith in inspections. Parents inspect much more thoroughly than inspectors. I allude here to domestic matters. In education, parents are very incompetent (*see note*).

10. It should contain teachers of all classes from public, private, and even national schools, and a few foreigners well trained in the systems of their respective countries.

11. In the country such mixture is desirable with boys, as promoting amalgamation of classes, and tending to raise the peasantry. In large towns very undesirable, and no way advantageous. It can rarely be right for girls.

B.—Education of Boys.

1. I should think that few sects would object to the Bible itself, except Romanists and Jews. The former are apt to dislike all Protestant instruction, the latter are generally not particular.

2. With English grammar between 7 and 8.

3. Mathematical subjects can be taught very well in class, but these must be small, and the whole number large, that incessant circulation may take place.

4. Mathematics, arithmetic, algebra, Euclid, trigonometry, Greek, Xenophon, and Homer, Latin; prose moderately, most authors; French, to transcribe easily, write, and speak a little; mathematics, to the calculi; Greek and Latin, any authors, prose and verse grammatically; French, well in all branches.

5. I have rarely found boys who could thoroughly understand book-keeping.

6. No, it occupies too much time.

7. All boys ought to learn it, but not to spend much time over it, unless intended for professions that require it.

8. There is generally too little teaching, and children are allowed to learn imperfectly.

9. It is very useful, but a most inconvenient subject, consuming much time with little result. I cannot consider it a discipline for the mind at all as boys would learn it.

10. I am strongly impressed with the necessity of limiting the *number* of subjects taught. One language besides his own is as much as any should attempt. But French *pronunciation* should be learnt by all, that the organs may be trained while young: one hour a week would suffice.

Note.—A great stimulus might be given to education by some such scheme as the following:—An authorized central commission, to hold periodical examinations, and confer pass and honour degrees. The result of these examinations to be accepted under proper arrangements, in place of the various military and civil examinations, so far as these are not professional. Even the competitive examinations might be decided in this manner, and the various public bodies (represented in the commission) might be invited to receive these examinations in place of matriculation. But examinations ought to be compulsory upon all schools, public and private, and ought to include all pupils. If the number be an objection, a fixed fraction of each school might be taken *impartially*.

II.

A.—General Questions.

6. The meaning of this question is not clear to me. If it means an endowment which is intended to give an education for boys who will be clerks, shopkeepers, farmers, and the like, the answer is plain, I think. The boys should be taught to read and to write a good plain hand to write a letter on business that anybody can understand. They should learn arithmetic well, and the elements of geometry and algebra: something of the history of England; and they should have good instruction in physical geography and the elementary

part of astronomy; and some of them should learn book-keeping and mensuration. If some other language than English is taught at a school of this kind, I am inclined to think that French would be the best: but it should be taught efficiently, so that a boy could speak it and write a French letter on ordinary matters. What I have mentioned, if it were well done, would employ a boy until he was 15 or 16.

9. The answer to such a question would make a book. I should like to hear the arguments of those who recommend a system of inspection, and I could then judge whether the advantages which such persons expect from inspection would be greater than the evils, for I assume that, as in all things that we plan, there would be some evil.

(*a*) I think it would be a bad thing to make inspection compulsory on all schools.

(*b*) If inspection can be justified anywhere, it is in the case of endowed schools, for they are of the nature of property given for the benefit of all; and the supervision of what is for the public, supervision in some form, seems to follow as a necessary consequence. But inspection, as it is termed, may not be the best form of supervision.

(*c*) I would leave all private schools free in every respect. They are in one sense commercial speculations. Competition keeps them, as a rule, in a fair condition, and a clever and enterprising man may make a school profitable to himself and useful to the community. Private schools often supply wants that schools called public do not; and I believe that they have done a great deal towards the improvement of education by giving to large numbers of boys that which they could not get at our grammar schools.

10. I cannot tell. A beginning must be made some way, and experience will show what is best. Nothing else can.

B.—Education of Boys.

1. This seems to me a question which no man can answer. I should like to question him who made it. I think all people must know that no school, where there is any religious instruction, can accommodate the instruction to members of various religious denominations. It is a misfortune that all who call themselves Christians cannot accept the same teaching, but the fact is so, and I see no prospect of people ever agreeing to accept the same religious teaching for their boys any more than agreeing about going to the same churches and chapels.

2. They must of necessity begin with English. They must learn to read, to spell and to write from dictation. I doubt if the grammar of English should be taught early, for our language is ill adapted for teaching the principles of grammar. Latin grammar is the best, because there is really more to learn in it than in English or French, and if Latin grammar is not learned well when a boy is young, it is never learned.

4. This cannot be answered in my opinion. Out of 100 boys only a few learn much. The rest, it is supposed, are improved by the discipline, but the amount of knowledge of more than one-half is very little; and if they stayed at school till they were old men, it would not be much more.

5. I am told that the principles of book-keeping are easily learned. I don't see how it is an educational instrument. It is a useful thing. Teaching arithmetic is a valuable educational discipline, and teaching of the principles of book-keeping or account keeping is one of its applications. I think that all boys should be taught book-keeping. Without some knowledge of it a man can neither keep his own accounts nor understand accounts presented to him, such as executors' accounts, booksellers' accounts, and others.

6. I think vocal music is a good thing, and that most boys can and ought to be taught to sing. "Up to what age," is beyond my skill to answer.

7. I suppose for the same reasons that many other things are ill taught. I believe, however, that one reason of failure is that boys are taught to paint landscapes, and that is called drawing. Drawing means, or should mean, the making of straight lines and curved lines with a pencil, and thus making a correct outline of any object with the necessary shading. Many boys could never be taught to draw well, but all should attempt it and learn at least to draw rectilinear figures. Writing is a kind of drawing, and should be taught till the boy can write what anybody can read.

9. As a means of general education in a school, it is useless. If boys should study chemistry well, it would employ all their time, and if they are not going to be chemists, I cannot imagine any worse employment of their time. There is too great variety of things taught now in schools. Occasional lectures on chemistry, with experiments, amuse boys and give some valuable information to those boys who can take it in; but they are only a few who will attend. I wish that I, as a boy, could have heard such lectures as I now hear; but I do not think that they would have done more than gratify a certain curiosity and fix a few facts in the head. The discipline would have been nothing.

10. After more than 40 years of teaching I have formed some opinions. I was brought up in the old narrow system, Greek and Latin and a little mathematics. I have seen this system enlarged into a much wider course of instruction, and for many boys a change in the old system was necessary. For those boys who will have what is called a liberal education, I still think that the old system is the best. We have now better masters, and better teaching, and a great deal of useful knowledge may be learned and is learned while a boy is going through his classical and mathematical course. The purpose of education is to form the character, so far as that is possible, and to develope the intellectual powers by good discipline. Nobody can dispute, I think, this proposition, that a boy should be well instructed in that knowledge which will enable him to acquire other knowledge. What is that knowledge without which other knowledge cannot be got? It is the knowledge of language, and more than one, and of grammar in the largest sense, including both the knowledge of the forms and uses of words, and their combination in sentences. This leads to speaking and writing clearly and accurately, so that a man shall be able to express to others all that he thinks, and in such way that his meaning shall not be mistaken. This knowledge of language is a necessary preparation for studies, moral, political, and legal. Again, the study of number and magnitude, of arithmetic with all its extensions and geometry as necessary for all the purposes of life, to a certain extent, and is an excellent discipline. The applications of number and magnitude may be made to some extent in schools, but they form in many cases the business of life. With this foundation of knowledge a man can do a great deal. Without it, unless he has a wondrous talent, he can do little.

There is enough in what I have mentioned for school instruction. It would be the old instruction enlarged and improved.

But there is one thing that we want in schools, particularly for the younger classes—some means of accustoming them to examine objects and to use their eyes. This has been done well in some places that I have seen by object lessons. There may be various ways of doing this, but it ought to be done some way.

I would have occasional lectures and experiments in a school. Such things are done now. All that recommends them is this, that they please most boys, and sometimes give an opportunity to a boy who has a talent for such things. Boys have now all kinds of books to read such as we had not 40 years ago, and if they have a taste for natural history or such matters they can gratify it cheap.

What I finally come to is this, to protest against the foolish schemes of introducing into schools what are generally called the sciences. There is already more than can be done well.

C.—Education of Girls.

3. I cannot tell. I should like to see some large schools for girls established; boarding schools, where the education would be more like that of boys than it is now. Gymnastics, drilling, dancing, and exercise in the open air would improve the female animal, which among those called the genteel, is now very feeble both in body and mind. The girls should be as strong as the better class of servant maids, who are much superior in health and strength to most ladies. *e.g.* So far as I have learned by long observation, parents, most parents, prefer the superficial accomplishments to solid acquirments, perhaps because girls who possess these accomplishments are supposed to please men better and to secure husbands. I should like the men to have the choice between these accomplished ladies and robust healthy girls of good sense and

good acquirements, some of whom, if they had a taste for music and drawing, might also be as accomplished as their weaker competitors. Girls are now learning gymnastics, riding, and swimming, all which exercises are doing them more good than their pianos.

4. The defect is that they generally do not know well what they teach. I am informed by some sensible Frenchmen that Frenchwomen, for example, seldom know their language well, and do not teach it well. They can talk enough, of course. The best means of improving women is to let them be taught by men chiefly, at least till we have a better class of female teachers. How many women can teach arithmetic well, and geography, to select two things out of many? A great deal of time is spent in some schools in what they call religious teaching, which is sometimes under direct clerical superintendence. Opinions will differ on this matter. I think there is too much of it. Modern languages are taught successfully in some girls' schools, but best where they have good masters.

5. My opinion is founded on having seen the interior of some schools, and on being informed by parents and girls of what they learn. They generally learn too many things, and where there are masters, they pass from one to another through a number of different studies in one day. The result is that they learn nothing well, and of course their minds are not strengthened, for it is only sound knowledge of a few things that strengthens. A small knowledge of many things spoils both man and woman. I know several sensible men, well acquainted with girls' schools, who have exactly the same opinions that I have.

III.

A.—General Questions.

7. Supposing home influence in a given family to be good, I should say that for boys a day school will be better than a boarding school. He will have all the advantage of discipline and teaching without being so entirely removed from that sphere in which they must start in life. When at a boarding school they are to some extent passing an artificial life, removed from the realities which may afterwards have to be suddenly encountered, and removed from opportunities of learning "common things" so essential to a boy who has to make his way. The boy entirely brought up in a boarding school when suddenly removed into the world does not know his own position, and this to sensitive boys is often the cause of much suffering and often of utter failure.

With respect to girls circumstances are different. There are great objections to day schools, but they can rarely, perhaps never receive a sound or good education entirely alone, at home. On this point I have written out my reasons at length, but there is not room to insert them here.

8. A larger connexion, more independence of parents' whims, greater number of masters, and, in that respect, greater available talent—perhaps. But, perhaps also, there is not the same individual interest felt in the boys generally by the head-master.

9. I understand inspection to be of two sorts: (1) inspection as to sanitary arrangements; (2) inspection as to plans, mode of teaching, and state of education.

On general principles I think, as a national regulation, the first kind of inspection justifiable; but the second is objectionable on many grounds, and the object sought can be better and more satisfactorily attained in another way.

If sanitary inspection be established I do not think it is of much importance which plan be adopted, each would lead to its becoming universal, but perhaps the second (*b*) would be the best practical plan, and meet least objection.

10. I do not think a central board of examiners desirable for educational purposes. As in my previous answer I believe the object can be attained in another and better way. [On this point I have put down my reasons at length, but no room for them here.]

11. It is not difficult *in a large school*, but undesirable to bring boys of different social grade together. There must be a limit to the difference. In girls' schools it is difficult, undesirable, and cruel. I could explain this very fully.

12. I know many facts, but hardly know how to select them in reply to this question. I have formed no theory of my own, my facts would relate to practical results.

My answers to these questions all apply to *average* boys, not boys of peculiar talents or strong natural bent in any particular study or direction.

B.—Education of Boys.

1.—I think so.

2. *English.* Boys of this class require to make immediate use of their English on leaving school, in the business of life. If a boy's time has been too much occupied with French and Latin to the neglect of English, he will know neither thoroughly. [Other reasons can be given.]

3. Mathematical and arithmetical teaching *to be good* must combine individual with class teaching. Some, but not many, can do with class teaching alone, but I would not trust it.

4. (*a*) He ought to know English thoroughly; French, so as to read ordinary books and translate them into good English; and able to write a French letter without many mistakes of idiom, if he has been well taught and devoted himself to English and French only. He ought to have gone through a good course of arithmetic and algebra to the end of progression and the first four books of Euclid, certainly; and a good manual of geography,—physical, political, and commercial.

(*b*) English thoroughly with some knowledge of our best prose and poets; French well; Latin well; Greek *or* German tolerably well; six books of Euclid; a good course of algebra, such as part I. of Colenso or some such school book; some knowledge of trigonometry and practical mathematics. Also he should have mastered some moderate handbook of astronomy, geology, and physical geography. Other studies are more special studies on leaving school.

5. I would teach a little book-keeping to all boys, as a useful acquirement.

6. Music. I doubt (for many reasons) whether music is desirable for all boys. Some cannot learn it, they have no ear.

7. Drawing is imperfectly taught for two reasons; (1) very little time is allowed it or value set upon it by the principals of schools; (2) for cheapness inefficient persons are engaged as instructors.

8. The practice varies; both extremes exist.

9. I do not think chemistry a convenient educational instrument; boys will (generally) waste time over it without being educated. I have had some experience of *experimental* lessons.

10. My answer to this is contained in the answer to No. 12.

C.—Education of Girls.

1. So far as book-work and drawing are concerned what is best for boys will be best for girls.

2. I hardly understand this question. In Brighton there is every facility for giving a girl a good education if you have the money.

3. Some the one, some the other. The *general* feeling is that a girl does not *require* so good an education as a boy; that it is "not necessary." Unquestionably parents attach most importance to "languages and accomplishments," *i.e.*, French, music, and dancing. Girls are commonly sent to school "knowing nothing" for 1 or 1½ year "to finish." This is the universal complaint among ladies who keep schools.

4. Female teachers are more deficient in exactness, and in breadth of idea and knowledge. I think the University local examinations will help to improve them, especially if girls likely to be teachers receive the same thorough training as boys.

5. That it is very defective and unsatisfactory. My opinion is based on these data; that since 1840 I have been extensively engaged in teaching, very much among girls, both in schools and private families, having for many years past always had, during nine months in the year between 200 and 300 girls under my instruction from all parts of the empire, besides grown women—single and married,—ladies and governesses. The ages have varied from 10 to 50. Also, I have been repeatedly consulted by ladies—teachers, principals, and mothers of families,—on the subject of the education of girls, and discussed the subject with them.

6. I could give a great many very curious facts relating to the education of girls.

IV.

A.—General Questions.

6. I am not sufficiently acquainted with the working of endowed schools to give any opinion on the subject. I can give no answer to queries 1—6.

7. I am inclined to think that when home influence is good, it will be best both for boys and girls to go to a day school; but when the parents, especially the mother, are much engaged in business, and the care of the children is left almost entirely to domestics, as is the case too frequently with the middle class, the children would be better trained morally and mentally at a boarding school.

8. The only advantage that a school, managed by trustees, or a proprietary body, has over a private school, is that the master is more free in the working out of his system of education, and not influenced by the caprices of whimsical parents, as his pecuniary interests are not materially at stake.

9. I have long been of opinion that a regular system of *inspection* would produce beneficial results, and I should like to see it *compulsory on all schools;* but I fear there would be great opposition if any attempt were made to render it compulsory on all schools to have their *pupils examined.* The *inspection* should be compulsory on *all,* the *examination* left optional for *private* schools.

10. The central board of examiners should consist of men who have had many years' practical experience, and it should comprise men of all grades of the profession who have gained some reputation in their peculiar sphere. A Minister of Instruction or some such officer should appoint the examiners.

11. It is generally found very difficult, but I do not think it undesirable, to bring together in the same school boys or girls of different social grades. The mixing together of various classes would have a tendency to rub off the hard edges that seem to define them from one another.

12. I am not so opinionated as to presume to offer to the Commissioners any view of my own, but I shall be very willing to answer any specific questions that may be asked.

B.—Education of Boys.

1. I must answer this question by describing the practice that has been followed for the last 20 *years* in this school where all denominations of Christians, with a sprinkling of Jews, have received a definite religious instruction without a single demur on the part of any of the parents. As soon as the muster-roll in the morning has been called, a short portion of either the Old or New Testament is read, and explanations, verbal, historical, geographical, or descriptive, of the passage are given, followed by a prayer. Before dismissal for dinner, questions are put to each boy in succession on the subject read in the morning, and their answers are all recorded by marks, from which we ascertain the position of each boy in religious knowledge. All questions and remarks that have any sectarian tendency are carefully avoided. I have no hesitation in referring the Commissioners to such gentlemen* as have *examined my boys* in these matters as to their proficiency and soundness, in order to show their genuine educational value.

2. As soon as boys begin to read fairly well we begin the English, French, and Latin grammar, and as each class is strictly confined to its own master (except in French) he is able to point out the analogies and also the anomalies between the languages. Parsing and analysis are more practised than mere learning by rote grammatical rules.

3. If there is one subject in which we come out stronger than in another it is arithmetic; it is done *chiefly* in class, but combined with individual instruction for practice. Geometry, algebra, and practical mensuration, are taught in the same manner.

4. There is a wide difference between the words *ought* and *is,* and I confess I hardly understand the purport of this question. How far a boy ought to be advanced either (*a*) or (*b*) must depend in a great measure either on his own diligence or capabilities, or on those of his master.

5. Book-keeping as taught in schools is almost entirely useless. *One month's* practical tuition in an accountant's office is of more value than *one year's* at school. We might as well attempt to teach arithmetic by making the boys

* Mr. Hauxswell, one of the masters of Brighton College, examined last Midsummer.

copy out the examples worked for them in the text-books, as to teach book-keeping by copying the accounts given.

6. Vocal music (theory and practice) ought to be taught to all boys till their voice begins to break. It is useless to attempt instrumental except to such as are fond of it. Vocal music expands the chest and strengthens the lungs, and therefore is physically beneficial to such persons as have much sedentary employment.

7. Because boys are set to draw pictures, as they are called, before they are taught the elementary rules for drawing. I had to inquire what the Government system of teaching was, before I ventured to answer this question. I find it is precisely the plan we have followed for many years. *Every boy in our school* is taught drawing.

8. I do not know what the practice is in other schools. We give very little task work; we try to educate the reasoning faculties more than the memory; every lesson is thoroughly examined, and every boy is required to ask himself three questions: What is to be done? How to do it? Why so?

9. I beg to refer the Commissioners to a little pamphlet by Dr. Wood entitled "Chemistry as a Branch of General and Practical Education," published by Hutchinson, 10, Whitefriars Street, Fleet Street. Extracted from *Social Science Review, July* 1*st*, 1865. I agree with the opinions therein expressed.

C.—Education of Girls.

1. I do not think there ought to be any difference made in the mental and intellectual training of the two sexes, but on consulting my wife and daughter on this point I find they are of a different opinion.

2. I have had no difficulty in finding schools for the education of my own daughters quite to my satisfaction.

3. I am inclined to believe that the public are beginning to see that a sound education is preferable to the frivolous occupations that have been so prevalent in girls' schools. When the present generation of school girls become mothers a more useful system will prevail.

4. Female teachers are generally too superficial both in their own acquirements and in what they impart to others, and this is too frequently the case with the other sex also. No person, man or woman, ought to be allowed to teach without a diploma from some recognized tribunal as to his or her fitness.

V.

A.—General Questions.

7. Day schools do not seem to me good. Discipline is divided between home and school, and the advantage of school life out of school seems quite lost; indeed, the result is, instruction rather than education. Boys, I think, ought to go away from home; they want to learn to govern themselves, which school life seems much better able to effect than home or quasi home life. Girls I should like to educate at home.

8. Being more continuous, there grows up a set of traditions about the school. Boys come to feel themselves part of a long series of boys, just as it seems beneficial to have a long descent; also the masters the trustee. Schools are mainly of a higher character and position, and the boys are taught or learn to respect them as their equals at least. In private schools the boys certainly generally are not made to respect and obey implicitly the under master. In fact, the principals often go on the plan of making things pleasant to the elder boys to induce them to stay. Besides, in private schools, a bad principal can be too autocratic or τύραννος; he is everything.

9. Certainly it would be an additional motive to the boys to work, and would so help the masters. On all without exception; otherwise many would avoid it, and some who accept it would make that fact a matter of advertisement and puffing. I think *every* school—Rugby, Eton, &c.—should be subjected as much as others. Either let all or none be inspected.

10. The board ought to consist mainly of men who have themselves been engaged in school work. They best know the difficulties, and do not expect too much. Those only who teach boys know how hard it is to get accurate work out of the *mass*. Could the board be appointed as the present inspectors of schools are?

11. I am inclined to think a small infusion of boys somewhat (but not *greatly*) lower in social rank is good in a large school. It tends to cement

classes together, and tends to take the foolish pride of rank out of boys' minds. But it would hardly do to mix boys of a very much lower grade, as their manners and habits, &c., would be out of tune.

B.—Education of Boys.

1. I think so (excluding Roman Catholics), for one does not want to make boys theologians, but God-fearing in their conduct. This seems a result, independent of theological differences. I exclude Romanists, because they would object, I suppose, to the common use of the Bible.

2. Latin grammar as soon as they have learnt the nature of a substantive, &c. They will then learn Latin and English grammar virtually together. The study of Latin grammar seems of more general use and value than French.

3. Class teaching I think is successful. At all events, even at Cambridge, the most famous tutors adopt it. Of course a little individual help could be superadded if needed.

4. I cannot answer this question; all depends on ability, &c. One boy at 19, say, leaves me knowing as far as differential calculus; another, age 19, unable to construe a sentence of Xenophon; but an average boy of 18 ought to construe Greek plays, Cicero, Livy, accurately, and know trigonometry and conic sections.

5. No time for it; otherwise good for elder boys, but no better than algebra, &c., and not generally wanted.

7. Because boys are allowed by their friends to begin, carry on, and leave off drawing as they please. If the drawing master teaches scientifically and thoroughly, boys get tired, and, looking on it as a pastime, will not go on with it; so the master makes it pleasant and slip-shod (so one of experience told me).

8. Too much on teaching, if I understand the question; putting too much into the boy without *his* thinking enough.

9. None at all; it is a mere empiricism. For to make it of any use educationally boys ought to work at it regularly. There is no time for this generally, and it is expensive and somewhat dangerous in careless hands.

10. My own view that general education, not particular, is the best; mathematics and classics the main basis, and history, geography, &c. &c. to fill up, but not to be the main subjects.

C.—Education of Girls.

1. No, certainly not; we don't want all our women men. Their mental constitutions differ, and women are intended, I suppose, to be somewhat more on the ornamental side of existence; but let them learn some one thing at least thoroughly and scientifically.

2. Yes, as things go; very good schools, and plenty of them (as education now goes).

3. I should think some system of inspection would suffice to improve the character gradually. Showy accomplishments, I fancy.

4. In a want, I fancy, of any profound or deep acquaintance with the subjects they teach; it is a mere ἐμπειρία, a bundle of facts only.

5. They learn too much and too little; work too long, and spread it over too extensive a field; a smattering of many things, and *knowledge* of little. From what I know of the schools where my own children and friends' children are educated, and from what I hear in many ways, it seems to me the end arrived at is a very large surface, and the result is very little depth.

VI.

A.—General Questions.

1.—Some of them very much so; others quite the reverse. I attribute the deficiency, where it exists, to a change that has arisen in the kind of instruction most in demand.

2. I do not of my own knowledge feel able to refer to any case exactly answering any of your sub-divisions; but I think there is no doubt, that though the Midhurst School in the days of its proficiency was eminently useful to West Sussex and East Hants, it hardly answered the exact design of the founder. I *have been told* that the celebrated Dr. Bailey was not very anxious to take more townboys than he could help.

3. Of course it would give rise to some grumbling. I do not suppose it would ordinarily arouse a strenuous opposition. My own opinion is that *local preferences* might in many cases be combined with an expansion of the area entitled to benefit by the advantages of the foundation.

4. The effect of both of these is usually bad. Recipients come to look upon them as a right, and often actually anticipate, *i.e.*, get credit to the amount of a money gift that they expect to receive, say, *e.g.*, next Christmas, and the distributors generally do not, probably are really not able, to exercise sufficient discrimination as to character and need in the disbursement. (*c.*) Almshouses depend very much on the management. I prefer those where, in addition to house room, there is an allowance sufficient to keep the inmate above the necessity of parochial relief. (*d.*) I have no *personal experience* of the working of such an institution. (*e.*) I have known this act well, but then care should be taken in the selection of the boys.

5. My private opinion is that more good would *have been done to this neighbourhood* by the maintenance of a really good middle school for the district than by the existing doles of bread and coal. But I am fully aware that any attempt to effect this object *now* would create violent opposition, while of course the creation of a good school would be an experiment.

6. The answer to this question requires longer experience than I can command, and I am not at all certain that one uniform plan would answer in all places.

7. For girls I should undoubtedly prefer a day school, wherever home influences are good, and I incline to think much the same with respect to boys of the middle class. The majority, I presume, are likely to settle in the neighbourhood where their parents live, and their life interests to centre round their early homes, and it is a question whether they gain by being sent away from home advantages that will compensate for the largely-increased expense to their friends. Their case is different from that of the children of the class above them, who will probably have to knock about any part of the world for a livelihood, and therefore had better begin to see something of it early.

8. None, if the master be good and efficient; but, if otherwise, they give at least the hope of a change for the better. The youth of the place are not tied for several generations of school-boys to an inefficient teacher.

9. I have not a very exalted opinion of the good done by inspectors. It is true their visits give some stimulus to exertion, but I think they often form an erroneous opinion of the work that a particular school is doing. (*c.*) I should say perhaps on the whole optional, though I am alive to the objection that the school that most required inspection might be the last to request it. Trustees, however, would probably demand it in the case of an inefficient master, and would hardly be foolish enough to turn away a really useful one because he did not take the fancy of the inspector.

11. I have known it work well, and with common discretion on the part of parents and masters I should apprehend no ill results.

B.—Education of Boys.

1. I should say certainly not. Strike out the word "acceptable," and a great deal of valuable religious instruction might be imported which practically few if any parents would be opposed to their children learning.

2. *Latin grammar*, for the simple reason that English and French, particularly the former, possess such a very anomalous grammar. Latin grammar is far more exact, and a sound knowledge of grammar is invaluable.

3. A good deal may be done, I think, by class-teaching, though it would be necessary to test individual progress from time to time.

4. Many others would answer this question more exactly than I can pretend to do.

5. Yes.

6. I am inclined to think it is useful. Most boys from 9 or 10 to 15 or 16 could learn something of it.

7. I suppose simply because there are so few that really know how to teach it. I had some communication with the authorities at South Kensington once, and I liked the system as far as I saw. I should try to teach all boys who showed any aptitude in the pursuit.

8. So much depends on the individual teacher that I do not like to generalize on such a subject.

9. I think chemistry hardly comes within the range of ordinary elementary instruction.

10. I suspect that there is ground for the complaint which I have often heard that at the existing commercial schools, to which the entire education of the middle-class youth is in many caces entrusted, that little or nothing is learned except reading, book-keeping, and a business-like hand; while the general powers of the individual scholar are not half so well brought out as they are at many of our better national schools.

C.—Education of Girls.

1. No; I am inclined to think that the discursive system of education at present in fashion answers better for girls than for boys. A little accurate information in the case of boys is the grand thing, and that is why I urge the use of the Latin grammar; but I would teach girls Latin grammar too wherever I could. (See answer B. 2).

2. Yes, I am very fairly satisfied in this neighbourhood.

3. I should hardly think so, though perhaps the love of giving accomplishments to girls may cause some neglect of those studies which will be most important to them when they come to take their place in life.

4. I really cannot claim any amount of experience that would justify me in speaking with authority on any of these last three questions. Parochial intercourse gives one certain opportunities of judging, and particularly such an occasion as preparing candidates for confirmation gives one who is disposed to use it an excellent opportunity of testing, not only religious knowledge, but indirectly of judging of the general intelligence and attainments of young women of the middle class. I must own that in some cases I have been very much pleased, in others not less disappointed. On the whole, I hope that the daughters of careful parents in the middle class are quite as well educated as the sons, though no doubt there is room for improvement, particularly in the point of accuracy. This much applies to country places. I cannot say how it may be at Liverpool, Manchester, or in the large suburban places.

APPENDIX B.

The following Tables are as complete as the information at my command enables me to make them. I cannot vouch for their being exhaustive. As a house-to-house visitation was impossible, I was obliged to trust chiefly to P. O. Directories. It is quite possible that schools, unknown to the Directories, have been omitted from the calculation.

The schools designated by letters of the alphabet are private schools.

Boys' Schools.

	Upper, or Classical.			Middle, or Semi-Classical.			Lower, or English.	
	Day.	Board.		Day.	Board.		Day.	Board.
Guildford. pop. 9,463.								
Gram. School.	29	81	*a* - - -	18	30	Abbott's -	79	0
			b - - -	40	20	*a* - - -	30	
			c - - -	16	28	*b* - - -	30	
	29	81		74	78		139	0
Farnham. pop. 9,351			Gram. School	35	15			
			a - - -	12	9			
				47	24			
Dorking. pop. 7,000.			*a* - - -	14	2		19	23
Epsom. pop. 4,500.								
Epsom Coll.								
Barker - -								
Donovan - -								
Edwards - -								
Finch - -								
Reigate. (Borough and Foreign.) pop. 9,974.								
Gram. School.	28	8	*a* - - -	13	20	*a* - - -	25	0
			b - - -	6	6	*b* - - -	25	
				19	26		50	0
Hastings and St. Leonard's. pop. 23,441.								
a - - -	0	19	*a* - - -	38	8	Saunders' -	70	0
b - - -	7	18	*b* - - -	35	10	Parker's -	70	0
c - - (say)	10	20						
d - - (say)	10	20						
	27	77		73	18		140	0
Chichester. pop. 8,876.								
			a - - -	16	10	Whitby's -	0	44
Preb. School -	18	0	*b* - - -	30	10			
	18	0		46	20			

Boys' Schools.

	Upper, or Classical.			Middle, or Semi-Classical			Lower, or English.	
	Day.	Board.		Day.	Board.		Day.	Board.
Lewes. pop. 9,399.								
			a - - -	25	24	*a* - - -	43	7
			b - - -	43	6			
Gram. School -	13	10	*c* - - -	20	5			
	13	10		88	35		43	7
Midhurst. pop. 1,340.						*a* - - -	21	0
						b - - -	8	0
							29	0

Brighton—Boys' Schools.

	Classical or Upper.			Semi-Classical or Middle.			English or Lower.		
	Board.	Day.		Board.	Day.		Board.	Day.	
a - - -	35	0	*a* - - -	18	86	Puget - -	†0	†82 }	Proprietary.
b - - -	18	1	*b* - - -	18	4	Christ Church	†0	†120 }	
c - - -	42	0	*c* - - -	2	3	*a* - - -	0	120	
d - - -	35	0	*d* - - -	19	3	*b* - - -	3	36	
e - - -	7	2	*e* - - -	9	35	*c* - - -	0	36	
f - - -	40	0	*f* - - -	10	30	*d* - - -	0	30	
g - - -	19	2	*g* - - -	22	46				
h - - -	16	2	Grand Parade	†15	†158 }				
i - - -	21	1	Ship Street -	†16	†81 }	Proprietary.			
j - - -	15	0							
k - - -	30	0							
l - - -	18	0							
m - - -	12	1							
n - - -	13	3							
o - - -	11	10							
p - - -	28	9							
q - - -	40	5							
r - - -	36	2							
s - - -	70	2							
t - - -	30	0							
u - - -	56	0							
v - - -	22	0							
w - - -	19	1							
x - - -	25	0							
y - - -	14	0							
z - - -	32	0							
aa - -	40	0							
bb - - -	60	0							
cc - - -	12	0							
dd - -	35	0							
ee - - -	28	0							
ff - - -	34	0							
gg - - -	30	0							
Brighton Coll	*132	*81							
	1075	122		129	446		3	424	

* Omitting Brighton College these totals are respectively 943 and 41.
† Omitting these two schools, which are proprietary schools, the totals are respectively 98 boarders and 217 day scholars.
‡ Without these schools 3 boarders and 222 day boys.

The number of private schools for boys in Brighton is about 80, of which 65 belong to the upper, 10 to the middle, and 5 to the lower, class of schools.

I have ascertained the number of boarders and day scholars respectively in 33 of the first, six of the second, and four of the third class, of schools.

Assuming the relative numbers to be the same in the unknown as in the known schools the results will be as follows:—

	Upper.		Middle.		Lower.		
	Board.	Day.	Board.	Day.	Board.	Day.	
About - - -	1850	80	165	360	4	263	in private schools.
Add - - -	132	81	31	239	0	202	in proprietary schools.
Totals - - -	1982	161	196	599	4	465	

Population of Brighton in 1861, 87,311; estimated in 1865 to be 95,000.

BRIGHTON—GIRLS' SCHOOLS.

	Upper.			Middle.			Lower.		
	Board.	Day.		Board.	Day.		Board.	Day.	
a - - -	25	0	*a* - - -	22	58	*a* - - -	0	10	
b - - -	12	0	*b* - - -	3	20	*b* - - -	0	26	
c - - -	24	0	*c* - - -	†100	0	*c* - - -	0	32	
d - - -	20	0	*d* - - -	20	20	*d* - - -	0	25	
e - - -	10	0	*e* - - -	1	18	Puget - -	‡0	‡25	Proprietary.
f - - -	40	0	*f* - - -	11	20	ChristChurch	‡0	‡85	
g - - -	17	0	*g* - - -	9	3				
h - - -	18	0	*h* - - -	1	3				
i - - -	20	0	*i* - - -	6	20				
j - - -	20	0	Proprietary	†0	†100				
k - - -	13	0							
l - - -	16	2							
m - - -	18	0							
n - - -	20	0							
o - - -	6	0							
p - - -	12	0							
q - - -	24	0							
r - - -	15	0							
s - - -	10	0							
t - - -	12	0							
u - - -	20	0							
v - - -	23	0							
w - - -	15	1							
x - - -	24	0							
y - - -	22	0							
z - - -	12	0							
aa - -	18	0							
	483	3		173	262		0	143	

† Omitting these schools, which are proprietary, the numbers are 73 and 162.
‡ Omitting these schools, which are proprietary, the numbers are 0 and 93.

There are about 125 private schools for girls in Brighton. Of these about 80 belong to the upper, 30 to the middle, and 15 to the lower, class of schools.

I have estimated the number of boarders and day pupils in 27 of the first, eight of the second, and four of the third class. Assuming the proportion to be maintained throughout, the results will be as follows :—

	Upper.		Middle.		Lower.	
	Board.	Day.	Board.	Day.	Board.	Day.
In private schools - - -	1,450	10	280	645	0	370
In proprietary schools - -	0	0	100	100	0	50
Totals - - - -	1,450	10	390	745	0	425

Population of Brighton in 1861, 87,311 ; estimated in 1865 at 95,000.

SCHOOLS INQUIRY COMMISSION.

REPORT

BY

MR. D. R. FEARON.

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REPORT.

PART I.—INTRODUCTORY.

My Lords and Gentlemen,

I have now the honour of presenting to you my report on the district which you entrusted to me as your Assistant Commissioner in April 1865. When you directed me to act as your representative within the limits of the London Postal District you informed me, through your Secretary, that my business was mainly to collect facts in that district, that you desired me rather to note phenomena and to record the opinions of others upon this question of middle-class education in the metropolis than to ventilate my own opinions and theories upon the subject. You said that you especially desired to know from me in regard to the schools which I was instructed to visit, what is the quality of the education given in them; what facilities, if any, exist for their improvement; what is the cost of the present system of education in them; what would probably be the cost of an improved system; what proportion of that cost parents would be willing to pay; and, generally, what are the demands and wishes of parents who send their sons and daughters to these schools—and you considered that eight months would be sufficient for the purpose of ascertaining these matters, and reporting to you upon them. I have to thank you sincerely for the liberality with which the time allotted to me was, when found to be insufficient, extended. I wish that I could conscientiously say that this enlargement of the period allowed for the completion of my task has enabled me to exhaust the subject. I am so far from believing that I have at all satisfactorily explored the vast labyrinth of schools and educational institutions of all kinds and sizes within the postal limits of London, that I cannot help feeling in many cases as if I were only on the threshold of my inquiry. When it is considered that that inquiry embraces all the schools for boys of every kind in the metropolis and its suburbs which are not intended for the education of the labouring classes, except the schools of St. Paul's, Westminster, Merchant Taylors, Harrow, and Charterhouse, and that I was particularly instructed to visit and report separately upon every one of these which is an endowed classical or grammar school; that there was a large and influential body of proprietary schools to be considered; that

Reference to Instructions of March 1865.

Scope of the inquiry.

I had to handle the novel question of girls' education, presenting so many hindrances and difficulties to anyone anxious to investigate it thoroughly; that the private schools are as numerous as they are often difficult to discover and approach; and that all this investigation concerned the education of at least one-half of a population numbering three millions; perhaps the time occupied by my task may not seem excessive.

Method of conducting the inquiry.

After all it is not so much the variety, multitude, and complexity of details and questions which this commission has opened to observation as the view I took of part of my instructions that has caused me to spend so much time on what must I fear appear so inadequate a result. I was instructed to report on the *quality* of the education given in these schools: and I knew of no really satisfactory way of doing this but by the process of actual, oral, and written examinations. It is true that I might have taken a much shorter and less wearying route towards the attainment of this object. I might have reported with much appearance of completeness upon the quality and worth of this middle-class education without myself asking a single question in most schools, or looking over a single examination paper. Many of these schools have their own more or less independent annual examiners. I might have obtained from the proprietors or trustees of the schools the reports of these gentlemen, some of them distinguished scholars, and combining them with the statements given me by the masters and their assistants as to the method and routine used in their respective schools, and with the results of my own silent observation, I might have drawn a very presentable history of the nature and quality of this education. But this is not what I understood you to desire. An estimate of the present quality and worth of middle-class education based upon such data as these you might easily have obtained through the medium of your secretary, without the delay and expense occasioned by the appointment of assistant Commissioners. I determined therefore from the commencement of my inquiry to undertake whenever permitted to do so a certain amount of oral and written examination in nearly all the schools which I visited. Of course I endeavoured also not to omit the important business of inspection. I endeavoured, with not much success, to induce the masters and mistresses to give lessons and conduct the schools according to ordinary routine in my presence: and some remarks will be found upon the results of this inspection at page 289 of this report, as well as in my separate reports upon the grammar schools. But I must confess that it is upon the answering of the scholars themselves, both oral and written, and more especially upon their written work, that I rely for my reply to your inquiry, "What is the present quality of middle-class education?" My experience as one of H.M. Inspectors of schools has convinced me that while without the outward form and appearance of good system and method, without a judicious employment and economy of teaching power, thoroughly satisfactory results are never achieved, yet the reverse of this maxim is by no

means true: that the appearance of a satisfactory system of teaching does not as invariably imply satisfactory effects, and that by far the best test of the real worth of the instruction given in any school is the judgments by results: the judgment of an intelligent and unprejudiced examiner derived from the results of oral and written examination of the scholars, and guided by his personal inspection of the method and teaching in the school.

But then this is a process which takes up time. If it is not fair to estimate the calibre of an elementary school after a perfunctory chatter with the head class, still less is it fair to apply such a process to a school where the number of subjects is so much greater, the scope of education professed so much larger, and the years over which training is spread are so much longer: and it is this feeling that has caused me to spend so much valuable time in mere oral and written questioning, and in revision of examination papers. It is this feeling that induced me to give to many private schools for boys and girls two or three days of examination; to some of the endowed schools four or five days, and to Christ's Hospital, the greatest secondary school in this district, a fortnight. I may add that all the technicalities of the work have been undertaken by myself with the exception of the business of issuing returns to private schools. When this process became very burdensome, your secretary kindly permitted one of his clerks to undertake it for me; and this was a great relief to me. But with this exception all the technicalities of the inquiry, such as tabulating, analysing and revising papers, and correspondence, have been undertaken by myself. But every facility was given me by your secretary for having such work as I felt justified in handing over to clerks done for me in the office, and I hope you will allow me to take this opportunity of expressing my thanks to him for his courtesy and kindness in this and all our official relations.

Description of the district

Its situation and importance.

The district on which I have the honour to report is that contained within the well-known circle described from the General Post-office as centre, with a radius of 12 miles. Such a circle described from the centre General Post-office at the distance thence to Waltham Cross passes through Loughton and Romford, crosses the river between Rainham and Erith, proceeds through Bexley and the Crays, includes Croydon, Carshalton, Kingston, Hampton, Teddington, Twickenham, Hounslow, and Southall, and passing between Pinner and Harrow, so as to take in Stanmore, Elstree, Chipping-Barnet, and Potter's Bar, comes out again upon Waltham Cross. Within this circle is contained an area of less than half a million of acres, but a population considerably over three millions of souls, a population equal to that of Scotland, of Holland, or of Portugal, and considerably larger than that of the kingdom of Denmark, or of Wurtemburg, or of Hanover. It is upon the education of that portion of this vast host which is commonly called "the middle class" that I am to report.

Two preliminary questions,

Immediately on commencing my investigation in April, 1865 two great questions presented themselves. These were,

1. What is the middle class?

First. What *is* the middle class in my district? How am I to distinguish it from the upper and lower classes? And, what is its number; what fraction is it of this total of population of three and a half millions?

2. What schools educate the middle class?

Secondly. In what sort of schools are the children of this class educated? Are there any schools especially designed for and affected by them? Are there any schools in my district which I need not at all consider as being decidedly not "middle class?" Are there any to which I must give particular attention as being peculiarly "middle class?"

Upon the answers given to these two questions depended much of the character of my investigation, and the line to be taken in collecting facts and evidence.

The answer to the first question cannot be given socially,

My answers are as follows:

First. From a social point of view it is impossible to define what is the middle class, to mark it off from the upper or the lower class. It has no specific distinction whereby it can be separated from the rest of the nation. There was a time when this might have been done by wealth and property, and their outward signs, dress, equipage, and the like. That time has gone by for ever, and is only known to antiquarians and readers of novels. Neither can we define the middle class by its occupation. The processes upon which vast numbers of our workmen in great cities are now employed are through the application of science to the industrial arts daily becoming more intellectual, less merely mechanical. On the other hand, the development of official life and the enormous success of commercial enterprise have drawn numbers of the sons of the highest families into public and private offices. A. B. is the grandson of a nobleman, who is engaged in copying letters at the War Office or the Post-office; C. D. is the son of a workman, and is occupied in testing, or repairing, or managing some delicate and intricate mechanism. Which is the more "middle-class" occupation of the two?

but can educationally.

But from an educational point of view the difficulty vanishes. Educationally, one *can* make a distinction between the upper, middle, and lower classes of the country, and that a very exact distinction too. And what is more, one can subdivide this middle class into its different strata.

Educational definition of the lower class,

The educational definition of the class of children which we are here contemplating, of the middle-class child, for the purpose of this inquiry, disregards in the main the occupation or social position of his parents or next friends, and considers simply up to what age he is intended to be educated. In the case of a boy, if his parent is either unable or unwilling to keep him at school, to prolong his *general* education, beyond his 12-13th years of age; if when he reaches these or any earlier periods in his life he must be taken away from school and begin to get wages, he belongs educationally to the lower class; he is a fit

subject for primary education only, and ought to be found in a primary or lower school. If, on the other hand, his parent is able and willing to prolong his education after he is 18 years of age, when he has reached the period of the close of boyhood, and can no longer be profitably kept within the strict limits of school discipline, but is ripe for the academical phase of his studies; if his parent intends to prolong this time of his *general* education beyond this age of 18 years, and to give him the incalculable advantage of devoting his early manhood to intellectual cultivation, then he belongs educationally to the upper classes. He should be found in the superior schools; he is intended to have a complete education. Between these two classes of boys lie those of the middle class. This is the class of those boys who are kept at school at least till they are in their 14th year, but at most are not educated beyond their 19th. Viewed thus educationally, all those boys whose general education is now prolonged beyond their 14th year, but not quite to the close of their 19th, are of the middle class. Or, to put it briefly, *middle-class boys are boys whose general education ends between their* 14*th and their* 19*th years of age.*

of the upper class,

and middle class.

A boy then whose education is destined to end before he is 19 years old, but not before he is in his 14th year, belongs to this class. He should be found in the middle school. He should follow the best curriculum possible of secondary instruction. His education is intended to be midway between the primary and superior.

It is obvious, however, that there is a very wide difference between the two extremes of this class. The education which is continued to 18 years will be very different from that which is continued only to 14 years. Among these middle school boys, the 18 year old scholar is further apart educationally (and socially too) from the 14 year old than this latter is from the 12 year old scholar of the primary school. Keeping, therefore, my main distinction of middle-school boys, it will be convenient to divide them into three grades, which I shall call respectively the first, second, and third grades of the middle scholars. By the first grade is meant those boys who stay at school till they are in their 18–19th years of age. This grade is numerically small. It touches upon and is often blended and confused with the upper scholars. Boys pass from it, often at the last moment, owing to change of fortune, development of ability, success at examination, winning an exhibition or the like, into the upper class. By the second grade is meant those who stay at school till they are in their 16–17th years of age. This is in every respect the most genuinely "middle" of any part of the class. By the third grade is meant those who stay at school only until they are in their 14-15th years of age. The boys of this grade approach nearest to and are often blended and confused with the scholars of the primary or lower schools. The grade contains a very large and interesting class of children: a class whose education is probably at present the worst in Great Britain. It is to the education of the second and third of these grades that I shall devote the principal portion of this report.

The middle class is divided into three grades.

The first grade.

The second grade.

The third grade.

Difficulty of defining who are middle class girls.

It is therefore, in the case of boys, comparatively easy to define educationally the middle class. But in the case of girls greater difficulties arise. The time during which boys are educated depends almost entirely on the age at which parents are obliged to make them earn wages. Few parents now-a-days withhold schooling from their sons during the schooltime of their life. The reason for withdrawing a lad from school is almost always the exigency of the business or profession into which he is going. But it is not so with a girl. The questions whether a girl should receive any, and if so, what general education, in what subjects, up to what age, under what conditions, seem all to be new and unsettled in this country. For girls there is no academical life, almost no professions, and, until one comes to the borders of the labouring class, few trades or businesses which can stimulate or determine their education. I have therefore felt it almost impossible to fix any real definition even educationally of what middle-class girls are; and I follow, with great diffidence, and more for the sake of harmony than because I see any principle in the plan, the same arrangement for them as I have above delineated for boys. But I shall deal with this question of girls' education more fully in Part IV. of my report.

The second question was; in what sort of schools are the middle scholars educated? and to what schools must my attention be mainly directed?

The answer to the second question.

The terms of Her Majesty's Letters Patent cut off from my consideration in this district on the one hand the great schools of S. Paul's, Westminster, Merchant Taylors, Harrow, and Charterhouse; and on the other hand all National, British, Roman Catholic, Wesleyan, or other primary schools, such as are intended to educate only the labouring population. But between these lies an immense number of schools of almost every grade and character. My instructions of March 1865 divided these schools into 3 main sections, namely,

(1.) The grammar and those endowed schools which though not grammar schools do not appear to have been intended for the children of labourers.

(2.) Proprietary schools, which not being endowed are private property; but are owned by single proprietors or proprietary bodies, distinct from the schoolmasters.

(3.) Private schools, which are the property of the schoolmasters who teach in them.

I have kept this division of the schools clearly in view throughout this estimation; and I have considered that the *main* object of my attention was the grammar and other endowed schools; the examination into the condition of the proprietary and private schools being of inferior importance. Looking at these schools as middle or secondary schools, and as educating middle scholars of the three grades, and maintaining the division of them into endowed, proprietary, and private, I have found that the boys of the three grades have in the main been distributed in this district among the three classes of schools in the following manner:

Distribution of the middle scholars of the three grades among the schools of London.

I. The first grade of scholars is found :

(*a.*) In a few of the endowed classical schools, *e.g.* the City of London school.

(*b.*) In a few of those Proprietary schools which were established, about 35 years ago, chiefly by clerical agency, *e.g.* Blackheath Proprietary school, Islington Proprietary school. And in some which are in connexion with London colleges.

(*c.*) In a few of those private schools which have a high reputation, and are considered select owing to their charging very heavy fees, or in some which exist to prepare especially for the military services and for competitive examinations.

II. The second grade of scholars is found :

(*a.*) In many of the grammar and endowed commercial schools ; especially in those which have been well managed, or recently reformed, or newly created, *e.g.* the Stationers' school, Bolt Court, Fleet Street.

(*b.*) In some Proprietary schools which have been started in recent times as middle-class schools, *e.g.* the Westminster and Pimlico Commercial School, the Philological school.

(*c.*) Very largely in private schools ; such especially as are in connexion with the College of Preceptors ; and the better among which prepare with success for the Oxford and Cambridge local examinations.

III. The third grade of scholars is found :

(*a.*) In those of the grammar schools which are badly endowed, or have been neglected, or in which the efforts of the Court of Chancery or of the Charity Commissioners to effect a reform have not been successful —*e.g.* Enfield Grammar School ; Edmonton Grammar Scoool. Also in some Hospital School—*e.g.* Bancroft's Hospital School, Mile End Road ; Aske's Hospital School, Hoxton.

(*b.*) Scarcely at all in Proprietary schools.

(*c.*) Very largely in private schools.

My attention has, as I have said, been mainly directed to the schools of the second and third grades, though I have not altogether neglected those of the first. The following table shows this arrangement of schools at a glance :—

SCHOOLS OF LONDON.

A. Schools inquired into by the Commission of 1861.	B. Schools inquired into by this Commission.	C. Elementary schools inquired into by the Commission of 1858.
I. Charterhouse. II. Harrow. III. Merchant Taylors. IV. S. Paul's. V. Westminster.		
I. First grade.	II. Second grade.	III. Third grade
Education ending in 18–19th year.	Education ending in 16–17th year.	Education ending in 14–15th year.

Table showing the distinction between upper, middle, and lower schools in this district.

For the purpose of this inquiry I divided the district at the outset into four main divisions according to the following plan. A glance at the postal map of London will show that the River Thames, passing through it from west to east, parts it into two nearly equal moieties, which we may call respectively the northern and southern divisions of London. Another line drawn from Elstree along the Edgware Road to the Marble Arch, thence along Oxford Street to Regent Street, down Regent Street and the Haymarket to Charing Cross, over Charing Cross Bridge and down the Vauxhall Road to Brixton, Streatham, and Croydon, quarters

Subdivision of the district for purpose of inquiry.

the district into north-eastern and western, south-eastern and western divisions, which I name respectively as follows:—

North-eastern	quarter	I	call	sub-district A.
South	„	„	„	B.
South-western	„	„	„	C.
North	„	„	„	D.

Map. I annex a rough outline map, which I have constructed for the purpose of showing the sub-divisions of the district, and certain educational features in them, at a glance. It is a most imperfect sketch, but will, I trust, be useful for reference.

Description of sub-district A., Sub-district A is mainly commercial, its population being employed in trade, shipping, and in fact in every species of negotiation. But its character is well known, and perhaps it will be sufficient to remark that it includes the City of London and all the left bank of the Thames from Charing Cross to Rainham. It includes also the rural district lying between Barnet, Edmonton, Chigwell, and Romford, to the north and north-east of London.

of sub-district B., Sub-district B is also partly commercial, including as it does a part of Lambeth, and all Southwark and Greenwich. But it has two other main features. It is a region of military and naval stores, arsenals, and other establishments which have the epithet "Royal." It is the sub-district of special technical education for the Queen's services, civil, naval, and military. Here is to be found the class of men called crammers whose *raison d'être* is our system of competitive examinations. Here are also some very successful military schools, often conducted by graduates of Cambridge whose mathematical attainments are in great request. This sub-district is also largely occupied by villas. An immense number of men of business lives in it, and private schools both for boys and girls literally swarm.

of sub-district C., Sub-district C is mainly a region of villas. There is a portion of it along the river in Lambeth which is manufacturing and commercial. There are also in it some well known military and civil service schools. But its main feature is villas, and their accompanying private schools of the "respectable" kind.

of sub-district D. Sub-district D is the fashionable and official division. In this division mainly reside the upper classes; those whose sons are at Eton, Harrow, and the other superior schools; and with them I am not concerned. But the sub-district is also *official*. A great number of porters, messengers, doorkeepers, clerks of every degree, and other persons connected with the Government offices resides here. These persons are generally intelligent, anxious about their sons' education, and willing to educate them according to their means or views up to the second or third grade.

The following is a general sketch of the way in which the endowed and proprietary middle schools of London are apportioned to the four sub-districts. It is probable that some proprietary and possible that some endowed schools have been omitted from this list, owing to the difficulty of discovering to which class any given school belongs.

To accompany Mr Fearon's Report. (See p. 240)

ENDOWED AND PROPRIETARY MIDDLE SCHOOLS IN LONDON POSTAL DISTRICT.

NAMES OF SCHOOLS ENDOWED (COLOURED.)

Barnet Grammar School.
Enfield Gr S
[illegible] Gr S
Tottenham Gr S
Chigwell Upper and Lower Schools
Walthamstow Grammar School
Askes Hospital School
Lady Owen's School Islington
Christs Hospital
City of London School
Sir John Cass' Schools
St Mary Whitechapel Commercial School
Bancroft's Hospital School
Sir John Jolles' School
St Dunstans Stepney
Tower Hill Grammar School
[illegible]
Neales School
The Stationers School
St Clement Danes Schools
Archbishop Tenison's School
Bedford College & School
Queens College & School
Palmers Grammar School
Green Coat Hospital School
Grey Coat Hospital Schools
[illegible]
Hills Grammar School
Highgate Gr S
Godolphin Gr S Hammersmith
Hampton Gr S
Kingston Gr S
Dulwich College Upper & Lower Schools
[illegible] Grammar School
[illegible]
[illegible] Gr S Deptford
[illegible]
Corriverwell Grammar Sch
Vaughn's Hospital Schools Croyd.
[illegible]

NAMES OF SCHOOLS. PROPRIETARY (UNCOLOURED)

38 Kings College School
39 University College School
40 Islington Proprietary School
41 Hackney Proprietary School
42 The Philological School
43 The Jews College Finsbury Square
44 Western Metropolitan Jewish School
45 St Johns School, Clapton
46 Mill Hill School, Middlesex
47 Haverstock Hill School
48 Jews School Palestine Place
49 Kingsland Birkbeck Schools
50 Home & Colonial Societys Middle Schools
51 West Central Collegiate Girls School
52 Lower Middle Girls School
53 Educational Home
54 Blackheath Proprietary School
55 Blackheath Missionary School
56 Belvidere Middle School Erith
57 Peckham Birkbeck Schools
58 Stockwell Grammar School
59 Kensington Proprietary School
60 St Peters School Eaton Square
61 Westminster & Pimlico Commercial School
62 Royal Naval Female School
63 The Friends' School, Tottenham
64 The Friends' Schools, Croydon
65 S Joseph's College, Clapham
66 Homerton Middle Schools, Hackney
72 S Annes Society Schools
[illegible]
74 British Orphan Asylum

Scale 1 Inch — 2 Miles.

1 ½ 0 1 2 3 4 5 MILES

Colours Red — Boys Endowed Schools. First Grade
Brown — Girls
Blue — Boys . Second
Purple — Girls
Green — Boys . Third
Sienna — Girls

Day & Son (Limited) Lith

Sub-district A.

Sub-district A.

(Boys).

Boys' schools.

Table showing the endowed and proprietary middle schools of London and their distribution between the four sub-districts.

I. Grammar, hospital, or otherwise endowed schools.			II. Proprietary schools.
First grade.	Second grade.	Third grade.	
City of London School. Christ's Hospital. Mercers' School. Highgate Grammar School. Tower Hill School.	S. Dunstan, Stepney. S. Clement Danes. S. Mary, Whitechapel. Stationers' School. Chipping Barnet Grammar School. Islington Grammar School. Chigwell Upper School.	Enfield Grammar School. Edmonton ditto. Walthamstow do. S. Mary, Stratford Grammar School. Chigwell Lower School. S. Martins-in-the-Fields. Tottenham Gram. School. Neale's School. Cass' School, Aldgate. Haberdashers' School, Hoxton. Bancroft's School, Mile-end Road.	King's College School. University College School. Islington Proprietary ,, Hackney Proprietary ,, The Philological School. Jews' College, Finsbury Square. Western Metropolitan Jewish School. S. John's School, Clapton. The Friends' School, Tottenham. Mill Hill School, Middlesex. Haverstock Hill School. Jews' School, Palestine Place. The Kingsland Birkbeck School. Home and Colonial Middle School (mixed). Homerton Training College, Middle Schools, Hackney.

(Girls).

Girls' schools.

Queen's College. Bedford College. Clergy Orphan School. Adult Orphan Institution.	S. Clement Danes. Christ's Hospital. S. Katharine's College School.	Cass' School, Aldgate.	The West Central Collegiate School (Southampton Row.) The Lower Middle School (Great Ormond Street.) The Kingsland Birkbeck School. Home and Colonial Middle School (mixed). The Educational Home.

Sub-district B.

Sub-district B.

(Boys).

Boys' schools.

I. Grammar, hospital, or otherwise endowed schools.			II. Proprietary schools.
First grade.	Second grade.	Third grade.	
Dulwich Upper School.	S. Saviour's, Southwark. Dulwich Lower School. Lewisham Upper School.	S. Olave, Southwark. Deptford Grammar School. Lewisham Lower School. Croydon Lower School.	Blackheath Proprietary School. Blackheath Missionary School. Belvedere Middle School, Erith. Birkbeck School, Peckham. The Friends' School, Croydon.

(Girls).

Girls' schools.

None.	None.	None.	Royal Asylum of S. Anne. British Orphan Asylum. Birkbeck School, Peckham, The Friends' School, Croydon.

Sub-district C.

Sub-district C.

(Boys).

Boys' schools.

I. Grammar, hospital, or otherwise endowed schools.			II. Proprietary schools.
First grade.	Second grade.	Third grade.	
None.	Kingston Grammar School.	None.	S. Joseph's College, Clapham Stockwell Grammar School.

(Girls).

Girls' schools.

None.	None.	None.	Birkbeck School, Peckham. Royal Freemason's School.

Sub-district D.

Sub-district D.

(Boys).

Boys' schools.

I. Grammar, hospital, or otherwise endowed schools.			II. Proprietary schools.
First grade.	Second grade.	Third grade.	
None.	Hammersmith Grammar School.	Hill's School. Palmer's School. Emmanuel Hospital School. Grey Coat Hospital School. Green Coat Hospital School. Hampton Grammar School.	Kensington Proprietary School. S. Peter's Collegiate School, Eaton Square. Westminster and Pimlico Commercial School.

(Girls).

Girls' schools.

None.	None.	Grey Coat Hospital School. Emmanuel.	Royal Naval School, Isleworth.

The following schools which were referred to me are either non-existent or not open at present, viz., in sub-district A, S. Lawrence Jewry (Appendix IV). In sub-district B, Whitgift's Grammar School, Croydon (Appendix IV). Camberwell Grammar School (see page 63). In sub-district C, Rich's School, Lambeth, the endowment of which is now given partly to the master of the National School (see pages 257, 276) and partly to the master of the Mercers School. The Stepney Proprietary School (sub-district A), and the St. John's Wood Proprietary School (sub-district A) have now passed into private hands.

A most important question as regards these schools is that of their situation, which involves a consideration of the facilities of communication with them whether by railway or other public conveyance. I shall not I trust be accused of travelling out of my province if I enter a little more largely into the effect upon education of the recent growth and extension of the metropolitan railway system. There is among the middle class a large

section of parents who from habit, tradition, or principle prefer day to boarding schools. I am not going here to theorize on the question which kind of school is preferable I state the fact, that many Londoners prefer the day schools. Besides, the majority of the metropolitan endowed schools are constituted as day schools; and those who wish to avail themselves of their benefits *must* attend as day scholars. The question therefore of cheapness and facility of communication within this district is of paramount importance. A reference to my map of this district will show that the great postal circle is traversed by eight principal railways, which together drain the metropolitan counties of Middlesex, Herts, Essex, Kent, and Surrey; and which can, by means of their own main and branch lines, or of that inner network of railways which intersects the town itself, place any resident within this London postal district in the heart of the city in about an hour, and even bring men of business from many pleasant country places far outside the circle in an equally brief time. The eight great arteries to the heart of London are—

Effect on London schools of the increasing railway communication.

The eight principal means of railway communication in this district.

1. The Great Northern, which drains the north of London, Highgate, Hornsey, Finchley, and Barnet, and joining the Metropolitan Railway at King's Cross, opens a direct communication with Ludgate Hill and Moorgate Street, in the City. — Great Northern.
2. The Great Eastern, which, by means of its three main branches, drains the north-east of London, Stratford, Romford, Chigwell, Buckhurst Hill, Walthamstow, Tottenham, Edmonton, and Enfield, and ends at the Bishopsgate terminus. — Great Eastern.
3. The Left Bank, or Tilbury and Southend Railway, which passing along the left bank of the Thames, drains the east of London, Plaistow, Barking, Dagenham, and Rainham, and terminates in Fenchurch Street. — Left Bank Railway.
4. The Right Bank, or South-eastern Railway, which has a branch passing along the right bank of the river Thames, draining Greenwich and Woolwich, and terminating in the City in Cannon Street. — Right Bank Railway.
5. The Southern, or London, Brighton, and South Coast Railway, which, as well as other branches of the South Eastern, drains the Lewisham, Dulwich, Sydenham, and Croydon neighbourhood, and terminates at London Bridge. — Southern Railway.
6. The South Western, which by means of its two branches, drains Battersea, Clapham, Putney, Barnes, Wimbledon, Richmond, Kingston, and Twickenham, and terminates a little south of Waterloo Bridge. — South-western Railway.
7. The Great Western, which drains the region due west of London, and, in connexion with the Metropolitan Railway, opens a direct communication with Moorgate Street and Ludgate Hill in the City. — Great Western Railway.
8. The North Western, which connects Camden Town and the country about Pinner, Greenhill, and Harrow, with Euston Square. — North-western Railway.

Of these railways no less than six, namely, the Great Northern, Great Eastern, Left Bank, Right Bank, Southern, and Great Western, book passengers direct into or up to the City. Of the other two only one, the South Western, stops absolutely short of the City, and requires travelling to be continued in an omnibus. For the journey by the North Western railway can be continued after a five minutes' walk by the Metropolitan to the centre of the City. I shall not speak here of the impending growth and extension of the means of communication with London by means of the London, Chatham, and Dover, and other supplementary lines, nor of the vast additional means of locomotion within London by steam-boat, by omnibus, by Metropolitan or other "inner circle" railways. The Commissioners will find the most important of these supplementary railways marked upon the map. But I shall confine myself here to a few facts about the communication by means of the eight great railways named above. I wrote to the secretary of each of these railways and asked what was the expense of travelling second class daily throughout the year from certain places on their lines, and whether they made any reductions in the case of boys attending school. From the answers which I received, given in every instance except one with much courtesy and promptness, I have drawn up the following table. It shows the cost and time required for daily communication by each of these lines with a great City day school such as the City of London School, which is situated in Milk Street, Cheapside.

Additional means of communication.

Expense of travelling by these railways with second class annual tickets, and reductions made in the case of scholars attending day schools.

I. Railway.	II. Journey between.	III. Miles up.	IV. Time occupied. Coming up (about).	IV. Time occupied. Going down (about).	V. Fares, second-class Annual ticket for boys. Under 12.	V. Above 12.	VI. Additional, to reach the school. Time up.	VI. Time down.	VI. Cost.	VII. Total time occupied per diem.	VIII. Total cost per annum.
1. Great Northern	Barnet—Moorgate Street	13	50 min.	50 min.	6 15 0	6 15 0 (c)	5 min.	5 min.	Nil.	110 min.	6 15 0
	Hatfield— „	21	70 „	70 „	8 10 0	8 10 0 (c)	5 „	5 „	„	150 „	8 10 0
2. Great Eastern	Enfield—Bishopsgate	13	50 „	50 „	7 5 0	7 5 0 (d)	20 „	20 „	„	140 „	7 5 0
	Ware— „	24	70 „	70 „	9 12 6	9 12 6 (d)	20 „	20 „	„	180 „	9 12 6
	Chigwell— „	14	50 „	50 „	7 5 0	7 5 0 (d)	20 „	20 „	„	140 „	7 5 0
	Romford— „	12	40 „	40 „	6 6 0	6 6 0 (d)	20 „	20 „	„	120 „	6 6 0
	Chelmsford— „	30	80 „	80 „	10 15 0	10 15 0 (d)	20 „	20 „	„	200 „	10 15 0
3. Left Bank 4. Right Bank	Southend—Fenchurch Street	40	80 „	80 „	8 18 6	17 17 0 (e)	10 „	10 „	„	180 „	8 18 6(e) 17 17 0(e)
	Erith—Cannon Street	13	60 „	60 „	7 7 6	7 7 6 (f)	5 „	5 „	„	130 „	7 7 6
	Greenhithe— „	20	70 „	70 „	7 17 6	7 17 6 (f)	5 „	5 „	„	150 „	7 17 6
5. Southern	Sydenham—London Bridge	7	15 „	15 „	4 4 0	4 4 0 (g)	20 „	20 „	„	70 „	4 4 0
	Croydon— „	12	20 „	20 „	4 15 0	4 15 0 (g)	20 „	20 „	„	80 „	4 15 0
6. South Western	Richmond—Waterloo	10 (a)	30 „	30 „	6 0 0	6 0 0 (h)	20 „	20 „	5 17 0	100 „	11 17 0
	Kingston— „	15 (a)	50 „	50 „	6 15 0	6 15 0 (h)	20 „	20 „	5 17 0	140 „	12 12 0
	Weybridge— „	20 (a)	50 „	50 „	8 15 0	8 15 0 (h)	20 „	20 „	5 17 0	140 „	14 12 0
	Staines— „	20 (a)	50 „	50 „	8 15 0	8 15 0 (h)	20 „	20 „	5 17 0	140 „	14 12 0
7. Great Western	Southall—Moorgate Street	14	50 „	50 „	7 2 6	14 5 0 (i)	5 „	5 „	Nil.	110 „	7 2 6(i) 14 5 0(i)
8. North Western	Harrow—Euston	12 (b)	30 „	30 „	6 0 0	6 0 0 (k)	20 „	20 „	5 17 0	100 „	11 17 0
	Watford— „	18 (b)	40 „	40 „	7 10 0	7 10 0 (k)	20 „	20 „	5 17 0	120 „	13 7 0

NOTE.—(*a*) Compare column VI. The passenger must travel forward by omnibus to Cheapside. Thus for 39 weeks in the year he will have to pay 3*s.* a week for omnibus.

(*b*). The passenger must travel forward by Metropolitan to Moorgate Street. See column VI. This will cost about 3*s.* a week for the 39 weeks in the year during which the school is open. (*c*). These charges are made only to boys *bonâ fide* attending school, up to 16 or 17 years of age. (*d*). These rates are charged to scholars *under* 16 *years of age* attending school. (*e*). These are the ordinary fares. No special reduction is made in favour of schoolboys. (*f*). These fares are charged to boys *under* 15 *years of age* attending school. Boys over 15 *years of age* are not allowed any reduction from the full fare (double.) (*g*). These are tickets issued at half the ordinary price to boys attending school. Further reductions are made in case of two or more members of a family. (*h*). These tickets are issued to boys *not over* 17 *years of age* attending school. (*i*). No reduction in the ordinary fares is made in the case of boys attending school by this railway. (*k*). These tickets, being half the ordinary fares, are issued to boys attending school upon their producing a certificate from the master under whose tuition they are placed.

It will be observed here that I have included several starting-points considerably outside of the postal district, and some, such as Chelmsford and Weybridge, from which it can scarcely be supposed that boys would come to school in the heart of the City. But these distant places will help us to judge of the expense of travelling from the nearer starting-points. That boys do actually attend day schools by rail when they find one they like may be seen by reference to the answers to Table A returned by one or two leading day schools. For example, the average distance travelled *from home to school daily* exclusive of the return journey by the first ten boys of the City of London School was, in 1865, *about* 7 *miles.* Five of them came by rail daily; two by omnibus. Two walked from home to school (exclusive of the return) an average of two-and-a-half miles; and one, who lived in a midland county, lodged close by the school for the purpose of attending it. These boys were of an average age of about 17½ years old, being thus, most of them, scholars of the first grade.

Examples of the distances from which boys travel to schools in London as day scholars. City of London School, Cheapside.

So again, the average distance travelled from home to school daily by the 10 highest boys of the Stationers' School, in Bolt Court, Fleet Street, was in 1865 *over* 9 *miles.* Two of them came every morning from Staines, more than 20 miles distant, and a third from near Gravesend. The average age of these boys was about 15 years, so that they were scholars of the second grade. In the same school the average distance from which the 10 lowest scholars came was actually *more than* 5½ *miles.* One of these little fellows, a non-foundationer, positively came every morning from Brentford, and another, who was on the foundation, from Woodford, in Essex, which places are severally 18 and 16 miles distant.

Stationer's School, Fleet Street.

So again, the average distance travelled from home to school daily by the 10 highest scholars of S. Saviour's Grammar School in Southwark is 3½ miles, while the average distance travelled from home to school by the 10 lowest scholars *is* 6 *miles.* The boys come from all quarters south of the Thames; from Upper Norwood, Peckham, Stockwell, Penge, Hounslow, Richmond, and Wallingham. These are also scholars of the second grade.

S. Saviour's Grammar School, Southwark.

The introduction and growth of this railway system has worked two great changes which immensely affect the present and future of metropolitan schools, and the force of which must be clearly felt any by person who attempts to report upon secondary education in London. These changes are—

Effects of the railways upon London schools.

(i.) The railway system has, for people who are in easy circumstances, entirely altered the relations of different localities in respect of distance. There was a time when a day school like the City of London School, in Cheapside, would have been almost as useful to a boy living in Barnet or Harrow as one at York or Stafford would now be to him. Now, there is scarcely any part of London to which a parent who can afford the annual ticket may not send his son in the morning and receive him back in the evening, and there is no doubt that parents of scholars of the

(1.) Every school in London may be a day school for London Middle scholars of the two first grades.

first grade and a large proportion of those of the second grade can, and do, afford such prices as are implied in the foregoing Table. It is quite true that some of those of the second grade and most of those of the third grade cannot do so, and for them the locality of schools within this district is still most important. For them, schools at intervals of two or three miles are still essential. But for the middle-class Londoners of the first two grades the precise locality of a day school within the radius is a secondary consideration. For them we may lay down the maxim, "Every school in London is a day school for the Londoner."

(2.) Londoners no longer keep house in London.

II. The railway system has greatly modified the character of certain populations within this district. The effect of this change may be roughly expressed in the formula, "The Londoner does not live in London." This second formula, like the first, applies strictly only to those citizens who are in easy circumstances. Of the lower middle class, of those who can only afford to keep their sons at school till they are in their 14-15th year, it is not strictly true. These persons, consisting mainly of smaller tradesmen, superior mechanics, foremen in works, and some clerks and civil servants, do still to a great extent live on the ground where they work, though even in their case this is becoming every year less usual. Still there is a very large number of them scattered all over the town, and unable to afford either to place their sons in good boarding schools, or to send them by rail and omnibus daily to day schools. I shall speak further of the requirements of this class at pages 304, 373, of this report. But if we put out of sight for the present the lower portion of the middle class, and contemplate the portion of them which is rather more wealthy than this, which can and does afford to educate its sons till they are in their 16-18th years of age, the maxim "The Londoner does not live in London" will be found generally true as regards them. The employer of labour does not as a rule live, does not keep house, on the ground where he employs that labour. He has removed from the city, from the great centres of business, to the suburbs, leaving the ground to be occupied by the houses of the poor, by warehouses, and manufactories. The effect of these changes in the residence of a large part of the middle-class population upon some of the schools in London has been very remarkable. For example, this is one of the reasons alleged for the decline of the wealthy grammar school of S. Olave, Southwark, see page 326. That school was founded for the education of the parishioners of S. Olave's, as well rich as poor. Until 1780 it appears that non-parishioners were also admitted, on payment no doubt of increased fees; but since 1780 admission to the school has been confined, and is now confined to parishioners. Meantime, however, the social condition of these parishioners has greatly changed. They used formerly, if we may judge from the school records, to belong to both the labouring and middle classes. Now they belong almost entirely to the labouring class, or at all events to a class which is not willing to keep its children at school

Examples of the effect of the non-residence of the Middle Classes upon the London schools. S. Olave's Grammar School, Southwark.

longer than to their 12th or 13th year of age. And why is this? Because the wealthier classes have all removed out of the parish. Those who used to occupy houses in Tooley Street, Bermondsey, and the Borough High Street, live now in Blackheath, Dulwich, Sydenham, Brixton, and Clapham; and the school which was intended for rich as well as poor is become a school for the poor only. A similar change has, I am informed, come over the population of Stepney and Bow. The substantial merchants, and others who have business in Stepney, Limehouse, Bow, Bromley, &c., and who not long ago lived in Tredegar Square and similar places along the Mile End, Bow, and Stratford Road, now come in daily to business along the Great Eastern Railway from Walthamstow, Leytonstone, Buckhurst Hill, and Chigwell; or along the North London Railway from Hampstead and Highgate; or even from the extreme southern corner of Essex and the mouth of the Thames, by the Left Bank Railway. To this removal of the wealthier population is no doubt mainly to be attributed the failure of the Stepney Proprietary School (see Part III.), as compared with the success of that at Blackheath, to which locality wealthier people have migrated.

Stepney school formerly proprietary, now private.

This has also, no doubt, been partly the cause of the failure of Sir John Jolles' Grammar School to keep up instruction in Latin according to the will of the founder. So again, the master of S. Clement Danes Commercial Grammar School, the admission to which has been, up to Christmas, 1866, as at S. Olave's, in Southwark, confined to sons or wards of parishioners, says: "The "prevailing custom of living out of London has been continually "affecting the school since its foundation in 1862, and the class of "boys attending it has consequently been lowered." So also the master of S. Saviour's grammar school, Southwark, the admission to which is *not confined to parishioners*, says: "The principal change in the neighbourhood has been the general movement into the suburbs of the class of higher tradesmen and men of business, clerks, &c. This *has affected us favourably*, inasmuch as (*a*) many parents who, when living in town, sent their sons *out* to school, now reside out of town, and send their sons *in* by rail; (*b*) the habits and general tone of the boys have been much improved by this change."

S. Mary, Stratford, (Sir John Jolles') Grammar School.

S. Clement Danes' Commercial Grammar School.

S. Saviour's Grammar School, Southwark.

These instances might be largely multiplied; but enough has been said to show the effect upon London schools of the railway system.

I have already mentioned my reasons for endeavouring to institute some kind of examination in most of the schools which I visited. This examination I decided to make partly oral and partly written. I consider that while an oral examination is a very good test of discipline, of manners, and of quick intelligence in a school, and is on this ground, and also because it saves so much time and enables the examiner to cover so wide a range of subjects, a most valuable, and indeed indispensable, part of educational machinery; still it is very apt, when taken by itself, to mislead. Its effectiveness depends so much on accidents; on the

Both oral and written examinations adopted in this inquiry.

Advantages and disadvantages of oral examinations.

examiner's temper, health, readiness, and unconsciousness; on the courage and self-possession of teachers and scholars; in short, on matters which are not of the essence of an examination; that wrong conclusions are more likely to arise from this than from a combination of it with some written examination. Impressions derived from oral examination are often corrected or confirmed by written examination, and *vice versâ*. I therefore determined to test the education of the boys and girls in these schools by written as well as oral examinations; and I decided, after consultation with competent authorities, to question either orally or by paper in the following subjects, and to give the same papers to boys and girls of an equal age.

The same examination given to both boys and girls.

(I.) *Preliminary:* for boys and girls between 14 and 18 years old (inclusive).

Subjects of written and oral examinations.

1. Reading; English, Latin, and French (In the case of juniors, with questions on the matter read.)
2. Writing, including dictation, in English, Latin, and French.
3. Arithmetic, up to practice, and proportion (including the use of vulgar and decimal fractions).
4. Grammar; English, Latin, or French.

(II.) *Advanced:**

5. Euclid, Algebra, higher arithmetic, and mathematics.
6. Book-keeping and commercial arithmetic.
7. History.
8. Geography.
9. Translations from the text of Latin and Greek authors into English, with questions in Grammar and Philology for more advanced pupils.
10. Translations from English into Latin prose.
11. Translations from the text of French authors, with questions in Grammar, analysis, and philology.
12. Translations from English into French prose.

Advantages of using the preliminary papers.

In almost all schools which I examined at all I made a point of examining in some of the preliminary subjects first, as a test of how far the school was successful in dealing with its *average* scholars. The test of a good school, and certainly of a good middle school, is not the observing what it makes of its most talented scholars, but of its average scholars. It would be as unfair towards the public to judge a school solely by what it makes of its brilliant boys, as it would be unfair towards the school to judge it by what it makes of its decided dunces. The public is, on the whole, an average public; its children are generally average children; and what it wants to know is, how does this or that school turn out the average child. The best way of ascertaining this is to examine in *those*

* Whenever, in setting or revising papers on any of the following subjects, it was necessary to travel beyond the range of my own reading or information, I have availed myself of the assistance of friends and others who possessed more knowledge than I upon such subjects.

subjects which *must* form the stock instruction of every boy or girl whether clever or stupid, and to see what general result the school obtains. These subjects are, reading, dictation, arithmetic, and *some* grammar, be it English or Latin, or that of a modern language.

Comparison of third grade Middle Schools with the church schools and the dissenting schools for the labouring classes.

By this process I obtained further the advantage of comparing the middle schools of the third grade with the National, British, and Dissenting Primary schools with which I was already acquainted in England and Wales. Thus I frequently examined these middle schools of the third grade according to the standards of the Revised Code, before proceeding to try them in history, geography, or other subjects. In making this comparison, however, between primary schools which are under Government inspection and the secondary schools in this district, I am well aware that caution must be used lest we should overstrain the comparison. And I will state here, once for all, what is the danger of fallacy in the comparison. It is this: those primary schools have little or nothing else but the subjects in the Revised Code in which to prepare their scholars. They are dealing with children whose school life is very short, not extending generally beyond 12 or 13 years of age at the most, and it is essential that they make them perfect in the elements. Hence they bestow almost their entire attention on this. More than this; they know beforehand precisely in what limited subjects their scholars will be examined. Thus, a National School master has a boy to be presented in the Fourth Standard of the Revised Code; he knows precisely beforehand that the boy will have to read out of a Fourth Standard book used in the school; to write a short piece of dictation out of the same book, and to work a few short sums in addition, subtraction, multiplication, or division of money. Knowing this, and being able to concentrate his attention on the issue, he must indeed be incapable if he does not obtain a good average result. But these middle schools which I had to examine have many other than these elementary subjects to prepare. Their range is slightly or considerably wider according as they are of the third, second, or first grade. Moreover, they did not know whether they were going to be examined at all, much less could foretell what each scholar would be asked. The same exact and formal accuracy can therefore hardly be required from them as from a primary school prepared for inspection. I do not here mean to make any excuse for those secondary schools which were found to be really *bad* in their elementary work. I merely wish to guard against overstraining the comparison between them and primary schools prepared for the Government inspection. I am strongly of opinion that every school, whether secondary or superior, which fails to turn out its scholars reading with ease and intelligence, writing very legibly, working ordinary arithmetic readily, spelling correctly, and acquainted with the leading principles of grammar and logical analysis or syntax of sentences, fails in its duty towards those scholars.

Danger of error in making this comparison.

As to the advanced subjects I examined sometimes in one,

sometimes in all, according as time and other circumstances permitted, in each school; always giving some oral and some written questioning.

As frequent reference will be made to the results of examinations according to the Standards of the Revised Code, it may be well to quote here those Standards. In the Report of the Committee of Council on Education for 1865–6 they are thus stated :—

Standards of the Revised Code for elementary education.

Standard.	I.	II.	III.	IV.	V.	VI.
Reading.	Narrative in monosyllables.	One of the narratives next in order after monosyllables, in an elementary reading-book used in the school.	A short paragraph from an elementary reading-book used in the school.	A short paragraph from a more advanced reading-bock used in the school.	A few lines of poetry from a reading-book used in the first class of the school.	A short ordinary paragraph in a newspaper or other modern narrative.
Writing.	Form on blackboard or slate, from dictation, letters capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph slowly read once, and then dictated in single words.	A sentence slowly dictated once, by a few words at a time from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading-book used in the first class of the school.	Another short paragraph in a newspaper or other modern narrative slowly dictated once by a few words at a time.
Arithmetic.	Form on blackboard or slate, from dictation, figures up to 20; name at sight, figures up to 20: add and subtract figures up to 10, orally, from examples on the blackboard.	A sum in simple addition or subtraction; and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money.)	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels

Examination papers to which reference is required are printed in an appendix.

Frequent reference will also be made to the results of my examinations in subjects not included in these Standards, and as I wish to be as exact as I can be in describing those results, and wherever it is possible to permit the results to speak for themselves, so that it may be clearly known what I mean when I say such a subject was well or ill done in such a school, I give in Appendix I., at the end of this Report, copies of those among the examination papers which I used, to which it will be necessary to make reference. Let me not however for a moment be understood as putting forward these papers as specimens or models of the questions that ought to be set in the examination of a middle school. I am quite aware how very imperfect and inadequate they are. They were many of them written in great haste, some drawn up on the spur of the moment after my arrival at a school, and all of them framed in the early days of my inquiry, and before I had obtained my present experience of this class of schools. It will be observed that Papers I., II., III., IV., were

meant to be of nearly equal difficulty but differing in their answers; so that they might be worked by a class sitting in the same room with myself while I was questioning another class orally. Thus only every fourth scholar would have a similar paper, and the chance of copying, so fatal to right conclusions in arithmetic, would be reduced to a minimum. I have not given here nearly all the papers I had occasion to use, but only those to which reference is required in my Report.

Reference to instructions of March 1865.

In the instructions which the Secretary to the Commission transmitted to me at the commencement of my undertaking, the following words occur: "In conclusion, I am to warn you that the "Commissioners can give you no compulsory powers. The "success or failure of your mission will depend very largely on "your own tact and prudence. It is true that your duties are "of a kind that ought to encourage those who are employed in "education to give you every assistance in their power. There "cannot be the slightest doubt that whatever tends to throw "light on the present state of education, and, still more, what-"ever tends to improve it, will largely tend to increase the "demand for teachers of every kind, and by so doing will pro-"mote their interests and add importance to their profession. "But it would not be at all difficult to convey the contrary im-"pression, and to close almost all access to information by "prosecuting your inquiries in an inquisitorial and injudicious "spirit. It will be your duty to arrive at the truth in what-"ever way shall give least trouble and least annoyance to those "from whom you are seeking it. You will of course make no "distinction with regard to religious creed in respect of the "schools you may desire to visit."

Reception in the district.

It has been, I am happy to say, my good fortune to have been appointed to a district in inspecting which there has been no need of the exercise of any particular tact or adroitness. In this London District I have seldom had occasion to regret that the Commissioners were unable to give me any compulsory powers. I have received at the hands of all persons with whom I have officially come in contact the most unvarying courtesy, and have found almost all those to whom I had occasion to apply for information willing to give it. I take this opportunity of expressing my obligations to the many ladies and gentlemen, both lay and professional, who have assisted me at great sacrifice of time and trouble in my inquiries; and especially to Dr. W. B. Hodgson, to whose experience and kindness I am indebted for many valuable hints and opportunities; to Miss Emily Davies, to whose thorough knowledge of the subject of Girls' Education and most liberal assistance in conducting this branch of my inquiry, I am very greatly indebted; and to Mr. Reynolds, the Honorary Secretary of the Home and Colonial Society, who gave me valuable information in reference to the efforts now being made by that society to provide trained middle-school mistresses.

Of the duties which were assigned to the assistant Commissioners there were two to which it was especially probable that objections would be made and opposition offered, viz.,

(1) The examination of pupils in schools, and

(2) The collection of answers to the forms of return issued to private schools.

Willingness of schools both endowed and private to submit to examination.

(1) My request to be permitted to examine the scholars either orally or by paper was never refused in any single endowed school in this district. There were two or three cases where I did not examine owing to the want of time and the great accumulation of papers on my hands. But I have no reason to believe that these two or three schools would have opposed me if I had expressed a wish to examine. On the contrary, their masters appeared perfectly willing that I should adopt any course which suited me. I met with the same liberal and frank reception in the grammar schools of the three counties, Oxfordshire, Berkshire, and Hertfordshire, which it has been my duty to visit subsequently. There was only one case in which my request to be permitted to examine met with a decided refusal. The case will be found among my individual reports on schools in Berkshire. With the private schools my task was equally simple. Not a single instance occurred, either in case of boys' or girls' schools of a principal to whom I applied for permission to examine refusing that permission. Painful as the process must have been to many, especially to some lady principals, there was not one who shrank from it. Indeed there were many who expressed their willingness, and some who manifested an anxiety, to have the names of their schools published with the results of the examination. This, however, I decided not to do, for the following reasons: (*a*) I thought it desirable as far as possible to avoid all interference with private property. (*b*) Unless a very large number of private schools could be visited, or at least all those which had any claims to be noticed (which time did not permit), it would be unfair to mention names, as giving an undue prominence to schools selected perhaps by accident. (*c*) It would be unfair to *passable, but not good schools*, not to mention the thoroughly bad schools. And the owners of the thoroughly bad schools would seldom give this permission. I decided therefore not to mention the name of any single private school in my reports on these examinations.

Reasons for not mentioning the names of private schools.

The cause of these schools being so freely thrown open to my researches must have been in most cases a real devotion on the part of their proprietors to the cause of education; a real desire to know how their schools stood.* It is true that there were one or two cases in which it was attempted to make capital out of my visit. There was in particular one school kept by an ex-British School master, a trained and certificated man, who after my visit to his school issued an impertinent and

* I was careful to state, when asking leave to inspect and examine private schools, that names would not be mentioned in my report. Compare p. 353.

ridiculous placard which I saw in the window of an eating-house in his neighbourhood, stating that "his school had been examined by a Royal Commissioner, who had expressed himself highly gratified," &c. It is scarcely necessary to say that I had expressed no opinion whatever upon the school. There were one or two others who asked me for "something which they might insert in their forthcoming prospectus." But these cases were rare, and quite exceptional. As a rule the owners of private schools received me most frankly and liberally, offered me all information, and let me take my own course. I desire to express my high appreciation of the liberal spirit in which these ladies and gentlemen acted towards me, and my thanks to them for their kindness and forbearance.

Unwillingness of some private schools to answer the questions put in the Forms of Inquiry.

(2) The collection of answers to the Forms of Return issued to private schools was a more delicate and difficult matter. The Commissioners will judge for themselves from the results shown in Parts III. and IV. of this report how far I was successful in obtaining information from private schoolmasters and schoolmistresses. It is a curious and suggestive fact that, though the College of Preceptors passed a resolution that every assistance should be rendered to the Assistant Commissioners in the discharge of their duty, and exhorted all its members to afford them all the information required, it was from leading members of the College that I had the greatest difficulty in getting full information as to the details of their schools. Two of them, Fellows of the College, although they kindly allowed me to inspect their schools and examine the scholars, firmly refused to fill up the schedules or Forms of Inquiry, although I reasoned with them upon the subject, and endeavoured to explain that the names of their schools would not be published. Another Fellow of the College to whom I had omitted to send the forms, wrote to me complaining that his school, which was an important one, had been overlooked, and requested me to send him the forms, offering to fill them up. I did so; but never received them back again; and though I wrote twice inquiring about them, I got no answer. There were no doubt some questions in these forms which it was very unpleasant to answer. Such, for example, were questions 12, 13, and 14 in the forms for boys' private schools; and more especially question 15, "Has every scholar a separate bed?" which seems almost to have created a panic among private schools of the second and third grades.

Reasons of this.

Conclusion of the introductory portion of this report.

This is but an imperfect educational sketch of the London postal district. There are no doubt many other educational institutions, and possibly some important establishments, which have been overlooked in the course of my inquiry, or into which it has been impossible, for want of time, to examine. But this sketch will perhaps be sufficient for the purpose of giving a general idea of the main educational facts upon which I am to report. They are, it will be seen, very various and complex, being collected from an area which, though contained within the compass of a 12-mile radius, comprises within it almost every

species of urban and suburban population, and every kind of school known to Englishmen, from the great public school justly claiming equality with the Nine, to the lowest day-school, kept by a dame, and claiming superiority to the National school only on the ground of "teaching the piano."

In giving this description of the district on which I am to report I have hitherto made no separation between the education of boys and that of girls, but have considered them simultaneously. Now, however, that I am about to report in detail upon the phenomena above enumerated, it will be convenient to follow the course marked out for me in my instructions, and consider the question of the education of boys apart from that of girls; inasmuch as the education of the two sexes is at present conducted in a widely different manner in this country, and has almost more discrepancies than resemblances. I shall therefore now proceed to report on the education of boys of the middle class as I have found it in this district, reverting at a later period to the question of the education of girls.

PART II.—BOYS' EDUCATION. ENDOWED SCHOOLS, pp. 255–340.

I have already, in my educational sketch of this district, given the number and names of the grammar and other endowed secondary schools which I find in it. Every one of these has been visited by me, and at most of them some amount of examination of the scholars has been undertaken. In some cases this examination has been of a more thorough and searching character than in others. In some cases I have given but two or three hours to the actual questioning of the boys; in some one day; in some two days; while in the cases of others which I regarded as representative schools, or as otherwise deserving of more time and attention, more than two days were given to the examination. Thus to the examination of the boys at S. Olave's Grammar School in Southwark, four days were given. To the examination of the scholars in the schools of Dulwich College, five days. To the examination of the scholars of Christ's Hospital, London branch, 12 days; country branch, four days. This is, of course, exclusive of the period, a very considerable one, employed in the revision of papers worked for me by the boys. Upon each of these schools a brief special report has been made; and it is to these individual reports that I must refer the Commissioners for detailed information upon the condition of the grammar and endowed classical schools. I propose, however, to bring together in this place some of the general conclusions which I have deduced from my examinations into them, and to state what are the general results of my inquiries about them.

Time given to examination in endowed schools.

Reference to special reports upon the endowed schools.

In regard to these endowed grammar and other classical schools, the first question to which by my instructions I am

Nature of the inquiry into

these endowed schools. Questions to which the instructions of March 1865, give occasion. 1. What sort of education did the founders mean to prescribe? and for what class of children?

directed is,—what sort of education their founders meant to prescribe, and to what class of children they meant to give that education. The following table which comprises, I believe, all the schools of this class within this district will help to throw light upon this part of the inquiry.

Table illustrating this question.

Date of foundation.	Name of school.	Founder's intention.
1418	Enfield Grammar School.	Maintenance of a free grammar school for the education of children of inhabitants of Enfield in the arts of grammar and arithmetic. By a deed of 1558 *Latin* is required to be taught.
1442	City of London School	Clothing, maintenance, and education of four poor children of the City of London.
1538	S. Dunstan's, Stepney -	The instruction of boys in grammatical science, and the young ones in spelling until they are fit to learn grammar.
1541 1672	Mercers School -	The foundation of 1541 requires a sufficient master to teach 25 scholars to be maintained in a free grammar school at the expense of the Mercers' Company. That of 1672 endows the master with part of a certain rentcharge on property bequeathed to the Mercers' Company, and with exhibitions for poor scholars of the school to the University.
1542	Walthamstow Grammar School.	Maintenance of an honest priest to keep a free school of young children at Walthamstow. Subjects of instruction not defined in the deed, but ordered in 1658 to be Latin and Greek.
1553	Christ's Hospital -	Gratuitous lodging, maintenance, clothing, and education of poor fatherless, motherless and helpless children from their infancy.
1556	Hampton Grammar School.	For teaching children freely who should pray for the founder's soul; for repairing of the free school-house; for the maintenance of six aged and poor men; and for an honest and able schoolmaster who should instruct six poor children of the parish in reading, writing, and the Church Catechism. By an indenture of 1697 the English and Latin tongues are required to be taught.
1561	Kingston - on - Thames Grammar School.	The education and instruction of boys and children in the grammar, for ever.
1562	S. Saviour's Grammar School, Southwark.	Instruction of youth, rich and poor, inhabiting within the parish of S. Saviour, in grammatical learning.
1565	Highgate Grammar School.	The perpetual education, institution, and instruction of boys and youths in grammar. By an ordinance of the governors made in 1571, the number of scholars was limited to 40 from Highgate, Hornsey, Finchley or Kentish Town, but the number was not limited by the founder.
1571	S. Olave's, Southwark -	The education and instruction of children and youths of the parish of S. Olave's as well of rich as of poor, liberally and prosperously in grammar, in accidence, in other lower books, and in writing; also in the Latin and English tongues. Also the maintenance of two scholars in the University until they have taken their degree of B.A.
1573	Chipping Barnet Grammar School.	To be a "Common grammar school" in or near the town of Barnet for the education, bringing up, and instruction of boys and youths in grammar and other learning.

Date of foundation.	Name of school.	Founder's intention.
1598	Whitgift's Hospital School, Croydon. (Non-existent).	A hospital to consist of a warden and poor brethren and sisters; one of the brethren to be a schoolmaster to teach the children of the parish of Croydon of the poorer sort freely in a common school, and those of the better sort of the parishioners for such payment as should be voluntarily bestowed on him. The schoolmaster to be learned in the Greek and Latin tongues, a good versifier in both those languages, and able to write well.
1613	Islington Grammar School.	24 children of Islington and 6 of Clerkenwell to be taught grammar, writing, cyphering, and casting of accounts.
1615	Camberwell Grammar School. (Non-existent).	12 scholars of the poor of Camberwell to be taught Latin and Greek *free*; others to be admitted on reasonable fees.
1617	S. Mary's, Stratford -	35 boys sons of inhabitants of Stratford, Bow, and Bromley S. Leonard's, to be instructed in grammar and the Latin tongue, and taught to write and cypher, freely and without paying anything for such teaching by a schoolmaster and his usher.
1619	Dulwich College -	12 poor scholars belonging to the parishes of S. Botolph Without, Bishopsgate, S. Saviour, Southwark, S. Luke, Middlesex, and S. Giles, Camberwell, to be educated in writing, reading, grammar, music and good manners.
1624 1662 1699	Edmonton Grammar School.	An endowment for poor boys of the town of Edmonton. Trustees to put the boys to some petty school to learn to read English; also to instruct them in some part of God's true religion, thereby to keep them from idle and vagrant courses. Further endowed in 1699 for 20 poor boys of the ages of 5 to 17 years, to be taught the grammar of the Latin tongue; and in 1662 for the maintenance of a poor scholar in the University of Cambridge.
1629	Chigwell Grammar School.	An endowment for founding two schools, one for classics, the other for English. In the classical school 18 free scholars from Chigwell and other designated parishes to be taught Latin and Greek. In the English school all children of Chigwell, and six from other designated parishes to be taught reading, writing, cyphering, and accidence gratis.
1656	Palmer's School, Westminster.	An almshouse for the maintenance of 12 poor people, and a school-house in which 20 poor male children born in the parish of S. Margaret's, Westminster, were to be taught reading, writing, arithmetic, grammar, religion, and piety.
1656	Lewisham Grammar School.	An endowment to found a grammar school to receive 31 scholars in certain proportions from seven contiguous designated parishes; the scholars to be taught Latin, Greek, and Hebrew, *free*; and writing, cyphering and accounts on payment of 2*s.* a year. Preference to be given to destitute orphans, children of parish pensioners, day labourers, &c. Also to found an English school as preparatory to the grammar school.
1672	Rich's School, Lambeth (see also Mercers' School).	An endowment of which one moiety was to be given to the master of the Mercers' School, for the education of the scholars committed to his charge, and the other moiety to be spent in educating poor men's sons of Lambeth in learning Latin, writing, cyphering, and reading.

Date of foundation.	Name of school.	Founder's intention.
1672	Deptford Grammar School (Dr. Breton's).	30 poor children to be taught grammar and writing.
1674	Hill's School, Westminster.	For building 12 almshouses for 12 poor people, a chapel, and a school-house, in which 20 poor town-born children born in Westminster should be taught English, Latin, writing and keeping accounts, but especially should be instructed in the principles of religion. The schoolmaster to have 20*l.* as salary; and the governors 10*l.*, to entertain them and their wives at two collations, annually.
1685	S. Martin's-in-the-Fields Grammar School (Tenison's).	An endowment for the maintenance of a library, the keeper of which should also be master of a free school, in which he and an usher should teach 30 boys of S. Martin's parish gratis, until they were put forth to trades or attained the age of 12 years. Or if any showed extraordinary talent, until he were fit for the University. Also for the instruction of boys in mathematics.
1686	Tottenham Grammar School.	The maintenance of a head-master and usher to teach gratuitously children of inhabitants of the parish of Tottenham, not having estates worth 20*l.* per annum, in reading, English, grammar rules, writing, arithmetic, and Catechism.
1686	The Brewers' Grammar School, Tower Hill (Hickson's).	The free education of 14 children of All-hallows, Barking, and six of S. John's, Wapping, by a schoolmaster and writing-master in the accidence and common Latin grammar, and such other books as tend to the instruction of youth in the knowledge of the Latin and Greek tongues, and purity of life, manners and religion.
1693	S. Lawrence, Jewry (non-existent).	The education of six sons of the poorest inhabitants of S. Lawrence, Jewry, at the rate of 40*s.* each per annum for six years, at a Latin or writing school, or partly at one and partly at the other.
1703	The Godolphin Gram-School, Hammersmith.	An endowment for the education of poor children, the relief of decayed gentlemen, the placing out of poor children to trades, or such other pious and charitable uses as the nephew of the founder and his heirs shall direct.
1705	Neale's School.	For erecting charity schools and such other charitable uses as the founder's executors should think fit. The Court of Chancery ordered the endowment to be employed in teaching boys from certain designated charity schools, the parts of mathematics requisite to instruct youth in the art of navigation, to fit them for sea service, either in men-of-war or in merchant-men.
1840	S. Clement Danes.	A charity left in 1552 for the distribution of alms to 12 poor people of the parish of S. Clement Danes. In 1840 ordered by the Court of Chancery to be applied to the founding of a school for the instruction of sons or wards of the inhabitants of S. Clement Danes in such matters as the managers or chief master may think proper, and of a girls' middle school; also towards the support of the parochial and infant schools for the poor.
1854	S. Mary's, Whitechapel.	Gifts left by four donors for the celebration of divine service, doles, and alms-folk; ordered by the Court of Chancery to be applied to the purpose of founding a middle-class school in which

Date of foundation.	Name of school.	Founder's intention.
		boys of all religious denominations residing within the parish of S. Mary's, Whitechapel, should be taught the principles of Christianity, Latin, French, German, other modern subjects, and such arts and sciences as the trustees may from time to time think expedient.
1858	The Stationers' School (Bolt Court, Fleet Street).	Charities left by four donors for the purposes of loans and gifts to members and officers of the Stationers' Company, and doles of money, Bibles, and the like; also towards the maintenance of a preacher at S. Paul's Cross. Ordered in 1858 by the Court of Chancery to be applied to the purpose of founding a school for the sons of Liverymen and Freemen of the Stationers' Company, in which instruction should be given in the principles of the Christian religion, reading, writing, arithmetic, land surveying, book-keeping, geography, drawing, and designing, general English literature and composition, sacred and profane history, and such other subjects as the company shall judge fit.

Summary of the preceding Table.

From this Table it appears that of the 33 foundations comprised in it, 24 were expressly designed for the teaching of *grammar* or *Latin*, 6 of which expressly included *Greek*, 2 for the teaching of mathematical *science*, and 4 for education generally without mention of any particular subjects; while 3 were not designed by their founders for educational purposes at all, but were converted to such purposes by the Court of Chancery.

Answer to the question, What sort of education did the founders mean to give; and to what class of children? They meant to give a liberal education

It appears further, that of the first 30 schools three were designed by their founders for the education of *poor children* without distinction of sex, but with preference to those who were *poorest* or who were "orphans, or destitute, or the children of day-labourers;" four were designed for poor children without distinction of sex, or limitations of the notion of poverty; eight for *poor boys* or *male children* to the express exclusion of females; eleven for *children*, without any limitation as to sex, poverty, or social condition; and four expressly for children *of the rich as well as of the poor*.

So that upon the whole, looking to the above Table, the two parts of the question, viz., (1.) What sort of education did the founders of these schools mean to give? And, (2.) To what class of children did they mean to give that education? may be briefly answered thus:

to those who could not afford to pay the full value of it. The middle class was intended to be educated in these schools as well as the lower classes.

(1.) They meant generally to prescribe a liberal education, based, as regards its ethics or moral discipline upon the Christian religion, and comprising as regards its intellectual discipline, some instruction either in the Science of Language or that of Number; not uncommonly in both of these sciences, but most frequently in the former of the two. To these in some, but not in all cases they added the arts of reading, writing, and cyphering. Physical discipline, though not so frequently mentioned as moral

and intellectual discipline, is not entirely ignored. Several founders prescribe shooting with the long bow in play hours, and some recommend other exercises whereby the scholars may better train their bodies. But as these schools were meant to be day-schools this branch of education is not so much dwelt upon.

General mental cultivation, and not special training, was the aim of these founders.

(2.) They meant to give this education, speaking generally, to the boys, or boys and girls, of those of their neighbours who were unable to pay the full value of such an education if given upon the spot, or to send away their children to places where such an education might be found. They meant, in short, to give, in most instances to the less prosperous middle classes, and in some to the respectable labouring classes, in certain localities, a chance of acquiring a liberal education at day schools. The instances are very few in which the founder prescribes a course of technical or art instruction. In almost every case, science, or general mental cultivation is his aim, as opposed to art or the training of special faculties. There are three cases where the founder prescribes the art of navigation, and such studies as may render the boys fit for sea service, viz., the Royal Naval School in Christ's Hospital, Neale's Mathematical School, and S. Martin's-in-the-Fields Endowed School; but even of these two are only parts of foundations which prescribe on the whole a wider curriculum. The instruction aimed at by the founders of these schools is, in a word, *science*. Of the great branches of modern science, viz., the moral, linguistic, mathematical, physical, and social, the two last are unknown or unnoticed by them. The first is not much regarded, its place being intended to be supplied by the Christian religion, the third is comparatively overlooked, and the main force of their educational establishments is directed towards one great staple of instruction, linguistic science, or grammar. Whether they were right in regarding the study of grammar, or at all events of the grammar of one dead language as a science, or whether, even if this be a science, it is the best on which to cultivate children's minds, it is not here my business to discuss. This most interesting and important question, involving as it does the whole doctrine of the best curriculum for the middle schools, cannot be ignored. But my purpose is at present only to point out what sort of education the founders of endowed schools in London wished to give in those schools.

The vehicle of this general mental cultivation was intended to be grammar or linguistic science.

Grammar then, or the science of language was to be the staple of the instruction. And here it is particularly worthy of remark, that they by no means universally define the Latin or the Greek tongue as the vehicle of this scientific teaching. For the conveyance of linguistic teaching there must, of course, be a tongue; and it is probably the truth, that they generally conceived the Latin tongue as the only thoroughly efficient vehicle for this teaching. But at any rate, whether they thought so or not, they do not in all cases define Latin as the tongue whereby this linguistic science is to be taught. Very rarely is Greek also defined, and still more rarely Hebrew. Much more frequently they name no one tongue as the vehicle of linguistic teaching,

And this science was generally, though not invariably intended to be conveyed through the medium of the Latin tongue.

but are content with prescribing that a science, which they call grammar, shall be taught. The science, as they consider it, is the thing about which they care. About the instruments of that science, the actual tongue employed, they are not so careful. The reasons for their selection, in those cases where they have named it, of the Latin tongue are well known, and need not be stated here. It was then by no means a *dead language* in the sense in which it now is. It was the universal language of cultivated men and was still commonly spoken among *scholars*, just as French was commonly spoken among *gentlemen* in the 17th century, and as the English language may, perhaps, some day be commonly spoken among commercial men throughout Europe.

Physical education less frequently insisted on than moral and intellectual education,

Physical education is, as I have remarked, less dwelt upon by the founders of these schools than moral and intellectual education. The reason of the comparative neglect of this important branch seems to be that these schools were intended for day schools, and that the scholars were therefore not considered to be under the care of the teachers during any but the actual school hours. These founders seem to have desired to give the best kind of instruction then known to the children of the several localities which they endowed without the necessity of removing them from the care and control of their parents. They would therefore naturally leave the training of their bodies to those parents; and it is somewhat singular, and a mark of the liberality of their views, that any of them should have framed any regulations for physical education at their schools. As a matter of fact, however, we do occasionally find, especially in schools founded in the 16th and 17th centuries, ordinances which show that these founders were aware of the importance of this branch of education. The exercise commonly recommended is shooting with the long bow, which was to English lads and men of the 16th and 17th centuries what cricket and rifle practice are to those of the 19th.

yet not entirely ignored.

I shall conclude these remarks in my answer to the question, "What sort of education did the founders of these schools mean to prescribe?" with a comparison of some specimens of ancient and modern time-tables. Such documents, besides being generally interesting, serve to show, as particular examples, with great clearness, what were the views of founders. The following is a specimen of a time-table drawn up by a founder for his grammar school, one of those which I have inspected, about the year 1598, at the close of the sixteenth century. This school, though now it has become practically a boarding school exclusively, was intended to be a day school, and to be divided into five classes, of which the fifth was the highest. The first three classes were to be under the head-master, or Ludi-magister; the two lowest under the usher, or Hypodidascalus. The school was to consist of 60 free scholars, so that there would be an average of 12 boys to each class, and 30 boys to each master; and the two fittest scholars were to be monitors for the week.

Specimen of a grammarschool time table, drawn up at the close of the sixteenth century.

	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Class V. 7—11 a.m.	Prose Theme. Lecture in Cicero, or Sallust or Cæsar's Commentaries.	Verse Theme. Lecture same as Monday.	Prose Theme. Lecture in Virgil or Ovid Metamorphosis, or Lucan.	Lecture in Virgil, &c., same as Wednesday.	Verse Theme. Repetition of the week's lectures.	Examination in Lecture of previous Afternoon.
1—5 p.m.	Latin Syntax, or Greek Grammar, or Figures of Sysenbrote. Home lessons and exercises given out and prepared.	Latin Syntax, &c., same as Monday.	Latin Syntax, &c., same as Monday.	Half Holiday.	Repetition continued. Lecture on Horace, or Lucan, or Seneca's Tragedies.	Declamation on a given Subject by several senior scholars. Catechism and New Testament.
Class IV. 7—11 a.m.	Lecture on Cicero de Senectute, or de Amicitiâ, or on Justin.	Lecture on Cicero, &c., as on Monday.	Lecture on Ovid Tristia, or de Ponto, or on Seneca's Tragedies.	Lecture, &c., as on Wednesday.	Verse Theme, and repetition of the week's lectures.	Examination in lecture of previous afternoon.
1—5 p.m.	Prose Theme. Latin Syntax, or Greek Grammar, or Figures of Sysenbrote.* Home lessons and exercises given out and prepared.	Verse Theme. Latin Syntax, &c., as on Monday.	Prose Theme. Latin Syntax, &c., as on Monday.	Half Holiday.	Repetition continued. Leeture on Ovid's Fasti.	Catechism and New Testament.
Class III. 7—11 a.m.	Lecture on the letters of Ascham, or Sturm's Cicero's Letters, or Terence. Paraphrase of a sentence.	Lecture on Ascham, &c., as on Monday. Vulgaria in Prose.	Lecture on Palingenius, or the Psalms of Hess. Paraphrase of a Sentence.	Lecture on Palingenius, or the Psalms of Hess.	Vulgaria in Prose,* and repetition of the week's lectures.	Examination in lecture of previous afternoon.

* My friend, and once my admirable teacher, the Rev. J. E. B. Mayor, Librarian of the University of Cambridge, has written of the Vulgaria (or Latin Exercise Books) in the Journal of Classical and Sacred Philology, IV., page 11. See also on this subject Mr. Mayor's edition of Roger Ascham's "Scholemaster," pp. 2,126 (pub. 1863.) As regards Sysenbrote, Mr. Mayor, whose authority on these subjects is of the very highest, says: "The work of "Sysenbrotus (a German, ob. 1543) here meant is, no doubt, 'Epitome troporum ac schematum et grammaticorum et rhetorum,' of which the Bodleian "Library possesses Eds. Antv. 1566, Lond. 1608 and 1635."

	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Class III. *continued.* 1—5 p.m.	Latin Syntax, or Greek Grammar, or Figures of Sysenbrote.* Home lessons and exercises given out and prepared.	Latin Syntax, &c., as on Monday.	Latin Syntax, &c., as on Monday.	Half Holiday.	Repetition continued. Lecture on Erasmus' Apophthegms.	Catechism and New Testament.
Class II. 7—11 a.m.	Lecture on Colloquies of Erasmus, or on Dialogues of Corderius.*	Lecture, &c., same as on Monday.	Lecture on the Cato senior, or Cato junior.	Lecture, &c., same as on Wednesday.	Repetition of the week's lectures.	Examination in lecture of previous afternoon.
1—5 p.m.	Translations from English into Latin. Home lessons and exercises given out and prepared.	Translations, as on Monday.	Translations as on Monday.	Half Holiday.	Repetition continued. Lecture on Æsop's Fables.	Writing the Catechism out in English. Arithmetic.
Class I. 7—11 a.m.	The Royal Grammar.	The Royal Grammar.	The Royal Grammar.	The Royal Grammar.	Repetition of the work of the week.	Examination in lecture of previous afternoon.
1—5 p.m.	The English Testament, or the Psalms of David, in English.	As on Monday.	As on Monday.	Half Holiday.	Repetition continued. Lecture on Æsop's Fables.	Writing out the Catechism in English. Arithmetic.

* Of the Colloquies of Corderius, or Maturin Cordier, see Mr. Mayor's account in his "Autobiography of Matt. Robinson." (Cambr. 1856) pp. 7. 95. See also Bayle, and Barbier "Complément des dictionaires historiques; col. 213 seq.

The above was the arrangement of time for the summer months. But the hours were not much shortened in winter; the only difference made being that the school was closed at 4 in the

afternoon ; but it opened at 7 in the morning, as in summer. No mention is made of any holidays, except Sundays and festival days, the founder's ordinance on the subject being as follows : " Item. I will that the scholars of my school shall not play but only once a week, and that on Thursday in the afternoon ; and never without the license of the schoolmaster, or, in his absence, of the usher, unless the governors come thither and think it meet, or some honorable or worshipful person present require it ; which thing I charge the schoolmaster upon his conscience to observe with all carefulness. And upon such play-days, especially in the summer time, I appoint their scholars to get bows and arrows for the better exercising of their bodies." It is evident that the post of master or usher in this school was no sinecure. Indeed the quantity of work required from the scholars, or at any rate the amount of attendance at school, is very great. For even supposing that, what with festival days and holidays required by the governors and others, the scholars got about eight weeks or 48 days in the year (which is very doubtful) of vacation, there would still remain about 44 weeks of schooling throughout the year, of which 22 would contain 39 hours each of schooling, and 22 would contain 44 hours, thus making a total for the whole year of about 1,826 hours spent in school. This being of course exclusive of the time required for home lessons, is very severe work, especially for the young scholars in the first form. The great amount of time spent in school by the boys according to this time-table may, perhaps, be explained by remarking the following facts : (1) The scholars were broken up into small classes. The head-master had the care of three classes, the usher of two, each of which classes was to do work more or less differing from that of the others. It is not probable that the boys did *much real hard work*, except when actually engaged with the teachers. (2) Owing to the scarcity and dearness of books, *all lessons in the classical authors were prepared with the master.* He must have done orally for the boys the work that Latin Primer, grammar, exercise book, lexicon, dictionary of antiquities, classical atlas, gradus, and numerous other hand-books, good, bad, and indifferent, now perform. The boys could not then, as now, prepare a piece of Virgil quietly by themselves. Hence it will be observed, that he " gives them a construe "* in each lesson, and their business consists in remembering and reproducing on a subsequent occasion (the " dies repetitionis," Friday, in this school) what he has told them. He must have been not only what a modern head-master is, a " Magnus Apollo " to his boys, but a repertory of even the most trivial information.

Remarks on this ancient time-table.

Enormous quantity of time anciently spent in school by masters and boys.

Reasons for this.

The following is another specimen of the regulations as to school hours and studies drawn up by another founder of a gram-

* " Prælegere " is the expression of the time-table, *e.g.*, " In diebus Lunæ et Martis " prælegat Ludi-Magister ordini quinto Officia Ciceronis." The prælectio or lectio, as it is sometimes called, was that preparation of the construing, parsing, antiquities, and other references of the lesson, which students are now expected to get up for themselves, out of books.

mar school in this district about the year 1615, 17 years later than the date of the preceding example. He orders the following books to be read in the school: "Tully and Terence, Cæsar, Sallust, Valerius Max., Justine, Apophtheg. Erasmi, Plutarch, Castalian Latin and Greek, catechism, New Testament, Virgil, Horace, Juvenal, Ovid of Poetry (? ex Ponto), Prudentius, Juvencus, Palingenius, and the like." The hours in school he orders to be *every day* from 6 to 11 a.m., and from 1 to 6 p.m., in summer; in winter, from 7 to 11 a.m., and from 1 to 5 p.m. The holidays were to be from St. Thomas' Eve to the Monday after Epiphany; on Shrove Monday and Tuesday; on the Wednesday before Easter till the Monday after Low Sunday; and on the Wednesday before Pentecost till the morrow after Trinity Sunday. For the year 1865–1866 these would have amounted to the following: from December 20th to January 8th, February 12th and 13th; from March 28th to April 9th; and from May 16th to 28th; making in all a total of 38 days, or not quite six weeks, for the whole year. In this school the play of the scholars was to be shooting with long bows, chess, running, wrestling, and leaping. The amount of school-time in this school, according to the founder's regulations, is enormous. We have here 46 weeks of schooling, of which we may suppose that 23 would be summer and 23 winter weeks. The 23 summer weeks contain each 60 hours a week of schooling, and the 23 winter weeks contain each 48 hours. This would give us the enormous total of 2,484 hours of schooling per annum.

Another specimen of ancient regulations as to school hours and studies, drawn up in the seventeenth century.

Enormous quantity of time spent in school.

With these two specimens of founders' intentions as regards the amount of time annually to be given to schooling, it is curious to compare the modern view of the number of hours which it is desirable to give, as collected from eight of the best conducted endowed day schools in this district.

Time now spent in school illustrated by the case of eight grammar schools in this district.

Name of School.	Number of Weeks in the Year during which the School is open.	Number of Hours per Week during which the Scholars attend.	Total Number of Hours per Annum during which the Scholars receive Instruction.
City of London School -	39	29	1131
Mercers School - -	37	30	1110
S. Clement Danes Commercial Grammar School	40	29	1160
Dulwich Upper School -	40	30	1200
Lewisham Grammar School	40	32	1280
Tower Hill Grammar School - - -	40	28	1120
S. Mary, Whitechapel, Foundation Commercial School - - -	44	26	1144
Stationers' School - -	43	30	1290

It will be observed that the average number of hours per annum given to instruction by these eight schools is 1,179⅜, which is much less than either of the ancient regulations above quoted prescribes.

With the foregoing ancient time-table may be compared the modern time-tables of two endowed day schools of the first and second grade, and the time-tables of a boarding school, Christ's

Comparison of modern with ancient time-table.

Hospital, given in Appendix II. These last may also be compared with the account given of the studies in each class at Christ's Hospital in Pepys's Correspondence, Vol. II. page 72.

Contrasts between the ancient and modern time-tables.

The main point of contrast to be observed between the time-table of the 16th and that of the 19th century is, of course, the enormous increase of subjects to be learned by boys in the 19th century. With the exception of a minimum amount of reading, writing, and reckoning, nothing is done in the school of the 16th century but Latin and a very small quantity of Greek. The number of distinct subjects studied is at most five; and even they are in a very rudimentary, a much less developed and complicated stage than at present. Compared with this, the task now before a young student is indeed appalling. The time-table of the City of London school is not excessive in the number of its subjects, as will be seen when we come to consider the private schools of this district. Yet that places before the boys the following subjects at least to be studied, viz., reading, penmanship, dictation, arithmetic, book-keeping, English grammar, modern geography, modern history, French, geometry, algebra, higher mathematics, chemistry, Latin, ancient geography, ancient history, Greek, divinity, choral singing, and (optionally) drawing and German. Here are at least 19 subjects as against some half-dozen in the sixteenth century; and each of these subjects now represents an enormous additional amount of research and information. On the other hand it may be urged that the school life of boys is much extended, and that the appliances and facilities of learning are enormously increased. This is no doubt true; and for boys who proceed to the universities, and continue their general education until they are 22 or 23 years old, the present number of subjects may not be excessive. But for scholars of the middle class the question is very serious. Can they now in the same time handle with advantage three times as many subjects of three times as much complexity as those of the 16th century? Can the ordinary little mortal grapple successfully with this hydra of ancient and modern learning?

Great increase of subjects for study.

Importance of this consideration.

Different systems of hours pursued in modern day-schools.

Advantages of the system pursued in the City of London School.

The hours, it will be observed, of the two modern schools above instanced, namely, the City of London School and the Whitechapel Foundation Commercial School, are different. The hours of the former, which is a school of the first and second grades, are ordinarily from 9 to 12 in the morning; half an hour is then allowed for refreshment; and the studies are then resumed from 12.30 to 3. The main feature of this system is that the school work of the day is all done in one lump. When once begun it is not intermitted except for one half-hour; and it ends at 3 or 3.30 (except on half-holidays, Wednesday and Saturday, when it ends at 12), and masters and boys are free for the rest of the day. The same system is pursued in the Stationers' School and in the Tower Hill Grammar School (Hickson's), which are also day schools; the hours at the Tower Hill being shorter, however, and a little different in arrangement, viz.. from 9 to 1, and from 1.30 to 2.30, except on Wednesdays and Saturdays, when the school is

dismissed at 1. This system is attended with obvious advantages as regards both masters and boys. It gives the masters a good portion of the day which they can call their own for study, instead of breaking the time up into all sorts of minute fragments. No one who has not tried teaching would believe what a relief this arrangement is. I once had charge for a time of a master's house, form, and private pupils at one of our nine great public schools; and shall never forget the torment of walking constantly backwards and forwards from house to form, from form to house, from house to pupil room, and back again to form, with one pupil coming for one odd hour in the afternoon and three more for another in the evening. The whole day seemed to be spent in beginning something. Compared with this, the life of a master at a London day school with these hours must be a Paradise. He has three periods of absolute vacation in the year, when he can freshen himself by sport or travel. He is free all Sundays, every Wednesday and Saturday from 12 o'clock, and *every single day of the year after 4 p.m. at latest.* The only consideration on the side of the boarding school is the greater sums of money to be made in it. As regards the boys, too, these hours are very advantageous. They save them from the unpleasant and unprofitable labour of working immediately after dinner, their principal meal in the day; and they enable the boys who come from a distance to go home with their fathers when they leave the City, or, if alone, to get home before dark. Considering the great distance from which the boys come who attend the City of London and the Stationers' Schools, this is a most important question; and this arrangement of hours appears thoroughly to answer the purpose. The only objection which I have heard made against it in the case of schools of the first and second grades is, that (*a*) by this arrangement boys are kept too long at work without rest, and (*b*) are made to go too long without a substantial meal. The masters, and one or two medical men with whom I spoke on the subject, did not seem to feel these objections; and I must say, that the boys both at the Stationers and the City of London schools seemed to me when I examined them perfectly fresh and healthy, both before and after the time of recreation, and at the close of the school day. But this, like the question of travelling daily to school by rail, is a question on the desirableness of which, in a sanitary respect, I cannot form my own judgment, and must be guided by the experience of schoolmasters and physicians. I can only say that the contrast, as regards life, vigour, and brightness, between the boys at such day schools as the City of London school and those at boarding schools such as Christ's Hospital is most remarkable, and does not lead an unscientific observer to suppose that the conditions of day school attendance are unfavourable to a healthful vitality. The hours, it will be remarked, at the Whitechapel Foundation Commercial School are differently arranged. Here the old-fashioned plan of bringing the boys in from 9 to 12, and from 2 to 4, is still maintained, and the same is the case with S. Clement Danes school. The reason of this is,

Masters.

Advantages to boys.

Objection to the system.

The system so suitable for scholars of the third grade as for those of the first and second grades.

that these schools are attended by boys of a somewhat lower class than the majority of those at the City of London school, and who live closer to the schools. Their parents frequently dine at 1 o'clock, or if they do not, their houses are mostly within easy reach. For scholars of the third and some of the second grade the old arrangement may be best; but for all others the new one is a great improvement.

I have stated that the founders meant to provide an education for the less prosperous of the middle classes in certain localities. For, in spite of the frequent use of the terms "poor children," "children of poor inhabitants," and the like, it is, I think, obvious that the founders did not expect generally to educate at these schools the children of the lowest or labouring classes alone. It is no doubt equally true that they did not wish to exclude such children if their parents sent them to the grammar schools; indeed they intended their schools, probably in most instances, certainly in some, to have the secondary use of giving an opening and the prospect of a career to talent, even among the lowest class of the population; and they may even have hoped that these schools would be the means of raising that class from its condition of rude ignorance to a better state of civilization. But this was not their main object. They did not expect the labouring classes to form the bulk of the scholars at their schools; and they did not in general draw out the *curriculum* with a view of benefiting such scholars solely. They make, indeed, frequent distinctions between the English or petty school, in which reading, writing, and other modern arts, sometimes with sometimes without the addition of "the accidence," are to be taught, and the grammar school. Thus Archbishop Harsnett founds both an English school, which is free to all the inhabitants of Chigwell, and a classical school, which is limited to 18 scholars. So again, Colfe, at Lewisham, founds both a grammar and an English school, the one for primary and the other for classical instruction. And Edmonton Grammar School, in the earlier stages of its existence seems to have been (what it has now once more become) *a petty school*, and to have been enlarged into a grammar school by the gifts and wishes of subsequent benefactors. The same was the case with Hampton Grammar School; and perhaps also with those of Enfield and Waltham-stow. On the other hand Croydon Hospital School was intended to be a "common school" for both "the poorest and the better sort of the inhabitants:" * while in the case of the S. Lawrence Jewry endowment the parents of the boys had their choice of educating them either at a Latin school or a writing school; or partly at one and partly at the other. The grammar school then was not an elementary school, not a school for those who could maintain their children at school only long enough for primary education; the children of the poorest inhabitants would be wished, and no doubt encouraged to come in if their parents

These endowed schools were intended for the middle as well as the lower classes.

Distinction between the petty school and the grammar school.

Examples from Chigwell.

From Lewisham.

From Edmonton.

From Hampton.

From Croydon Hospital.

From S. Lawrence Jewry.

The grammar school was not a primary school.

* The same was the case with Chipping Barnet Grammar School. See page 256.

could afford the loss of their labour entailed by keeping them at school long enough for them to learn anything of Latin, Greek, or Hebrew. But what I wish to put before the Commissioners is that this was not the class mainly intended to be educated in these schools. These were not schools intended principally for the class which we should now call "the poor." There are indeed in the Table at page 256 two notable cases of Elizabethan Grammar Schools, founded at the time when the pressure of the wants of the poor upon private benevolence was beginning to be most severely felt, midway between the enactments of the first and second compulsory poor laws; namely the cases of S. Saviour's (1562) and S. Olave's (1571), in Southwark. Both of these schools are expressly stated to be for the children of the rich as well as of the poor; and it appears that at S. Olave's there were from the first at least two, if not three, divisions of the school; the lower division being especially suited to the wants of the poorer inhabitants, as furnishing instruction in the lower branches, while the upper division supplied Latin and higher grammar for the wants of the middle and upper classes. I shall, however, have occasion to speak more fully of this school hereafter (see page 326). Christ's Hospital also is an exceptional case and must be considered separately (see Appendix V.)

Not a school for what we should now call "the poor."

Examples of schools expressly stated to be for the rich as well as for the poor.
S. Saviour's, Southwark.
S. Olave's, Southwark.

Enough has, however, I think, been said to show what was intended to be the general character of these institutions. They were usually day schools, meant to answer a twofold purpose, viz., (*a*) that of teaching English to younger children, and (*b*) that of teaching the science of grammar to older children, in certain localities. The latter was regarded as the more important object of the two, but the former was not ignored. With the view of carrying out efficiently this two-fold intention, the grammar or secondary schools sometimes had a separate petty or primary school attached to them, and sometimes had a junior or preparatory department within themselves. In these primary schools, or junior departments of the secondary schools, the elementary arts of reading, writing, and arithmetic were taught, and the first rudiments of science commenced either in the English accidence or the Latin grammar. Where the petty school was separate from the grammar school, a close connexion was maintained between them. The master of the grammar school was ordered to examine the scholars of the petty school from time to time (as at Chigwell); and the scholars of the petty school had frequently (as at Lewisham) a preference before all other boys of the locality in the election to free scholarships at the grammar school. In the secondary schools the instruction was in the science of grammar, mainly through the vehicle of the Latin tongue, and in the ethics of the Christian religion. Sometimes, also, mathematical instruction was prescribed; but this was very rare, and even when it was done this instruction was evidently considered as technical, or special, as intended to prepare for a particular line of life, such as sea service, and not as the best means of general education. Sometimes, again, though still more rarely, physical training was

Grammar schools were meant to be secondary day-schools, closely connected with primary schools.

Connexion between the primary and secondary schools.
At Chigwell.
At Lewisham.

The education in them not meant to be entirely gratuitous; nor yet self-supporting.

prescribed. These schools were neither meant to provide an altogether gratuitous education, nor yet to be self-supporting. In all of them a certain number of free admissions, or admissions at a reduced rate of payment (exhibitions, as we should now call them, tenable at the schools) were designed; but in most the admission of paying scholars was also ordered or permitted. No distinctions of social classes were contemplated. Each founder wished to benefit the whole population of the parish or village which he loved by helping the poorer inhabitants to give an elementary education to their children in the petty schools; by opening to them the hope of raising them in life by the cultivation of talent through the means of free admissions to the grammar schools; and by offering to their richer neighbours the opportunity of using the buildings, premises, and staff of teachers which he had set up, on the payment of reasonable fees. Such, in spite of many individual discrepancies, seems to have been the general sentiment which animated these benefactors to the country. They were for the most part isolated men acting without co-operation, without system, with little experience, with few precedents, and with no superior controlling intelligence to guide them; struggling to create something out of the chaos of the Reformation. Indeed this episode of the origin and growth of our grammar schools is most characteristic of the general tenor of the history of society in England, and conveys a warning for the future. The Government, under Henry VIII. and Edward VI., swept away by a series of rapid and decisive blows the only existing system whereby, in England, paupers were fed and the poor were anywise instructed. In so doing it was supported by the general experience and instinct of the nation, which had found the existing system to be as much the cause as the cure of pauperism and ignorance, and believed it to be rotten to the core. But the Government created no better system in place of that which it destroyed; it was quick enough at destruction, but could originate nothing. There was then a magnificent opportunity, when the Crown was very strong, when the nation was united, when parties and sects had not yet gathered head, for the Government to have given us a system of primary and secondary education, which, combined with our unrivalled superior and collegiate education, would have made us the first instead of the last nation of Western Europe in this respect. As regards pauperism, the increase of starvation and vagrancy was so alarming that, within a few years of the commencement of the dissolution of religious houses, the Government was compelled to inaugurate the system of Poor Laws; but, as regards education, no such attempt was made. The want of education is not one which is so keenly felt as the want of food or clothes. Starvation is more painful than ignorance, hence the system of voluntaryism, which was defeated in regard to alms, prevailed in respect of education. The utmost that the Crown attempted was to give its sanction (often at considerable expense of money or influence) to noble-minded men to found institutions which should in

No social distinctions recognized.

General view of the origin and growth of grammar schools in England, and their connexion with the origin of the poor law.

isolated localities emerge above the dead level of ignorance. These institutions were imitated by other founders, and thus arose the grammar schools, founded on no general plan for the benefit of the country at large; sometimes wisely planned and yet unsuccessful, sometimes foolishly planned and yet risen to great eminence; most unsystematically located; sometimes grouped together (as at Ware, where, exclusive of the Christ Hospital branch and of the Haileybury School, there are four grammar schools within a radius of two miles), sometimes placed widely apart and in unfrequented localities (as at Markyate Street). Sometimes struggling against a hopeless poverty, owing to the peculiar manner of the endowment or the neglect of trustees; sometimes enormously enriched, far beyond the want of the locality or the utmost limits of efficiency. Sown broadcast and blindly over the land with all the partiality, all the inequality, all the profusion, all the waste which voluntaryism necessitates. The creatures of accident and the sport of chance, yet utterly wanting in flexibility and the means of adapting themselves to the shifting requirements of the times. Bones of endless and extravagant contention in the Courts of Law, and an inexhaustible source of wealth to lawyers. Sometimes closed for years where most urgently required, and, when again opened, not supplying the education the people want at a reasonable price, but offering them instead *gratis*, with a sort of mockery, something which they do not want, and often would rather go without, so that they have turned in disgust from the respectable and legitimate vendors of instruction to all kinds of charlatans. Such has been the result of voluntaryism in the matter of secondary education in this country. As regards primary education its effects are well known, and it is not my business here to describe them. I only wish to point out, what is apparent to all who have studied the history of English education, what very inadequate results from magnificent means, what abortive creations, what mischievous or undesigned effects; in short, what a lamentable *waste of power* has been occasioned by the want of organization and co-operation, by the want of any superintending and directing intelligence, by that prevailing mistrust of authority and love of independent ill-directed action which is so peculiar to Englishmen. Even now it would not be too late to carry out, to develope, the sentiment which animated these founders. Even now it would be possible to secure that the land were covered in its length and breadth at regular intervals by good secondary and their preparatory schools; and that without much further expense than such as would be required to reanimate and rearrange the existing endowed schools.

The second question in regard to these grammar schools to which I am directed by my instructions is the question, How far do these schools still continue to fulfil the founders' intentions? That is to say—

The second question to which the instructions of March 1865 give occasion.

(1.) Do they continue to give the sort of education which the founders prescribed?

2. Do these endowed schools continue to fulfil their founders' intentions ?

(2.) Do they continue to give it to the same class of children ? In other words—Do they continue to give a liberal education based upon grammatical science to the children of those who in the localities where they were founded answer to the description of the founders ? These questions will be more particularly answered in my separate reports upon each of these schools. But there are some circumstances which for want of space cannot be so well drawn out there ; and which on account also of their general bearing upon all these schools may be better stated here.

Literally and strictly speaking, none of them do.

It is of course evident that none of these institutions are precisely what they were when first founded or endowed. None of them have continued in exactly the same condition as that in which they were first created. All must have changed in some respects : some for better, some for worse. Changes in the constitution of society, the value of property, inventions, discoveries, the publication of books, successful or careless management, the very progress of time *must* have altered them in some respects if only in the decay of materials. The most determined, the most immoveable traditional adherence to the letter of founders' intentions, cannot maintain institutions unchanged for ever. To maintain the designs of founders is in reality impossible. There is probably not one of these foundations whose origin dates back more than 100 years which its author would recognize if he could see it now.

Three of them were not intended for educational purposes at all, viz :—
S. Clement Danes.
S. Mary, Whitechapel.
The Stationers' School.

Of the 33 foundations named in the table on page 256 it will be seen that three were not intended for schools or for educational purposes at all; but owe their existence to schemes settled by the Court of Chancery. These are S. Clement Danes, S. Mary, Whitechapel, and the Stationers' School. The history of these schools is particularly interesting for several reasons. In the first place they are examples of charities left for eleemosynary purposes being converted by the Court to educational purposes. In this respect they are valuable precedents. In the second place they are an instance of attempts to found in this district endowed schools with a modern curriculum intended to be especially adapted to the requirements of the middle-classes. They are modern endowed middle schools of the second grade. (see page 237). To one of them, viz., S. Clement Danes, peculiar interest attaches, inasmuch as this is the only instance in this district of a reformed foundation in which girls of the middle class have been allowed some share of the education to be provided. In every other case they have been thrust out, and the whole endowment has been given to the boys. It is most interesting, therefore, to observe how these new institutions have been established, what is their sphere, what curriculum they give, and with what success they meet. A detailed account of these matters will be found in Appendix III.

Peculiar interest attaching to the case of these schools.

And especially to that of S. Clement Danes.

The result of the conversion of these funds from eleemosy-

It does not appear that the citizens of London are likely to regret the conversion of the funds whereby these schools are supported from the various and questionable eleemosynary purposes

for which they were left by their donors to the unquestionably excellent purpose of aiding secondary education. I have dwelt at length in Appendix III. upon the case of these three schools because there is no doubt that there are large sums of money in London as well as in the country which are appropriated to purposes quite as questionable as those for which these charities were originally left, and I wish to point out that if the Commissioners should think it desirable to make any recommendations in reference to such ill-employed public funds there will be no lack of precedents.

nary to educational purposes is successful.

It thus appears that of the 33 foundations given in the Table on page 256, three were not meant for schools at all, but are now more or less flourishing middle schools of the second grade. On the other hand, there are three which were meant for schools but have now ceased to exist as such, or are in abeyance. These are the grammar school of Whitgift's Hospital, Croydon; Camberwell Grammar School; and Smith's School in S. Lawrence, Jewry. The case of these three schools also contains much that is interesting as regards the question how far they have fulfilled or are fulfilling the founders' intentions. I have therefore given a detailed account of them in Appendix IV.

Three of these foundations are no longer in actual existence as schools, viz., Whitgift's Grammar School, Camberwell Grammar School, S. Lawrence Jewry School.

I wish particularly to call the Commissioners' attention to the statements there made respecting the charities of Camberwell, because their case affords an example of several features deserving attention in the present condition of charities; and especially of a notorious fact, that there are even in London many charitable funds which might with the utmost advantage be diverted to educational and medical purposes. The gentleman who gives me the information in Appendix IV. is a lawyer, and writes cautiously; but I have heard accounts which would warrant stronger language about the management of some of these doles and Christmas gifts. The general charities for example of one parish are said to be worth at least 500*l.* a year, and as they arise principally from rent of land, their value might be improved by re-letting and judicious management. Their management, however, is in the hands of the vestry, and they are almost entirely distributed in doles, sometimes of money, sometimes in kind. The vestry at its meeting appoints distributors for the several districts, who are generally tradesmen. Thus at one time the distributor is a baker, and then the dole is a bread dole. At another time he is a coal-factor, and then it is a coal dole. The working of the whole system is rotten to the core. Like the ancient monastic relief, it creates as much poverty as it relieves, and is the fruitful parent of vice. I heard of one parish in which there were large doles, the effect of which was, that for two weeks before and one week after the distribution, extra waiters were put on at the gin-shops.

These 3 schools, then, are either in abeyance, or have ceased to exist. It remains to be seen how far the remaining 27 foundations fulfil their founders' intentions at the present time. If the inquiry is, whether they do so strictly and literally, performing

There remain 27 foundations to be considered. Continuation of the inquiry whether they fulfil their founders' intentions.

just the work which the founders intended them to perform, neither less nor more, it must be answered in the negative as regards every one of them. There is not one of them which is exactly what the founder meant it to be. In some one point or another they have all departed from the regulations or ordinances of their founders; some for the better some for the worse. It would be impossible, even if it were worth while to point out all these changes in the case of each school. Many of them are minute and subtle; and the force of some can only be perceived on careful scrutiny. But I enumerate here some of the most obvious in the case of each of the 27 schools. They will be sufficient, I think, to prove that it is now impossible, even if it were desirable, to adhere closely to the wishes of founders as regards these schools. The thing is past praying for. The old order of things is gone by; and those who fight for the upholding of founders' intentions as sacred, contend for a nullity or at best a shadow.

Strictly speaking not one of them does.

Table showing this.

This Table should be compared with that on page 256.

1. Enfield Grammar School.

1. Enfield grammar school. No longer teaches grammar. Gives only a primary education of an inferior kind (gratis) to boys of the middle class, third grade. The regulations of the school are re-cast by a scheme of the Court of Chancery.

2. City of London School.

2. City of London school. No longer clothes or maintains four poor children. But, instead, gives a secondary education in a day school to about 630 boys of the first and second grades. The whole institution is entirely re-cast by Act of Parliament, and much affected by the railway system.

3. S. Dunstan's, Stepney.

3. S. Dunstan's, Stepney. Fees are charged to all scholars, and the curriculum is considerably enlarged.

4. The Mercers' School.

4. Mercers' school. Instead of 25 boys 70 are now taught gratis; but none are now sent to the University upon Rich's foundation.

5. Walthamstow Grammar School.

5. Walthamstow grammar school. The obits ordered by the founder are no longer celebrated. The priest no longer teaches, but is represented by the incumbent's curate, who employs a deputy. Primary education of an inferior kind is here given to boys of the middle class, third grade, and fees are charged.

6. Christ's Hospital.

6. Christ's Hospital. The character of the institution has been gradually but greatly changed by regulations of the governors. The hospital is almost entirely confined to boys. Instead of being admitted at two weeks old children are not now admitted till they are 7 years old, and they are drawn from a higher class in the social scale. Girls are almost entirely excluded.

7. Hampton Grammar School.

7. Hampton Grammar School. Scholars no longer receive their education on the condition of praying for the soul of the founder. The school is divided into two parts. The English school, which resembles a National

school; and the grammar school, which has a graduate of Cambridge as master, but at the date of my visit (Oct. 1866) had no scholars, and had not had any during that quarter. The grammar school room stood empty.

8. Kingston-on-Thames Grammar School. Part of the lands with which the school was endowed are lost, and the admission to the school is now confined to the town and parish of Kingston. 8. Kingston-on Thames Grammar School.

9. S. Saviour's Grammar School, Southwark, has been thrown open to non-parishioners. Indeed, almost all the boys in the school are non-parishioners. The character of the school has been much changed by a scheme of the Court of Chancery and the railway system, 9. S. Saviour's Grammar School, Southwark.

10. Highgate grammar school has become a great public boarding school, preparing for the Universities. The curriculum is much enlarged. A scheme of the Court of Chancery has effected many changes in the character of the school. 10. Highgate Grammar School.

11. S. Olave's, Southwark, no longer educates the upper or middle classes at all. Has become a great school, nominally divided into upper and lower schools, but in reality educating few but children of the labouring or a parallel class. Entirely changed by the introduction of the railway system and by the education being now given gratis.* 11. S. Olave's Grammar School, Southwark.

12. Barnet Grammar School is no longer a "Common" school. Now educates only boys of the middle class, third grade; and a few of the labouring or parallel class. The number of free scholars is limited to 10, and they are superannuated at 14 years of age. 12. Barnet Grammar School.

13. Islington Grammar School. The management of the school is modified in certain particulars by a scheme of the Court of Chancery. 13. Islington Grammar School.

14. S. Mary, Stratford. Classics are no longer taught. The school has become one for giving a primary education (at 3*d.* per week to the 35 foundationers, and from 4*d.* to 6*d.* a week to others) of an inferior kind to boys of the labouring or a parallel class. 14. S. Mary's Grammar School, Stratford.

15. Dulwich College School. The whole character of the institution is entirely changed by Act of Parliament. 15. Dulwich College School.

16. Edmonton Grammar School. Classics are no longer taught. No scholars are now sent to Cambridge. The school, though well endowed, has become a school in which only a primary education of an inferior kind is given to boys of a labouring or a parallel class. 16. Edmonton Grammar School.

17. Chigwell Schools. The masterships of both these schools are suspended, pending the settlement of a new scheme by the Charity Commissioners. 17. Chigwell Schools.

* See, however, the note at the foot of page 329; from which it appear that the school has, since my visit, improved in these respects.

18. Palmer's Grammar School, Westminster.

18. Palmer's School, Westminster, is no longer a grammar school. Primary education only is given to children of the labouring class.

19. Lewisham Schools.

19. Lewisham Schools. The foundationers no longer pass on to the University. The connexion between the grammar and English schools is no longer maintained.

20. Rich's Foundation School.

20. Rich's foundation (see Mercers' school). The Lambeth moiety of the endowment is paid to a National school master, who only teaches the elements; instruction in Latin being dropped.

21. Deptford Grammar School.

21. Deptford Grammar School is no longer a secondary school, but has become a school for giving only primary education of a very inferior kind to only 12 instead of 30 boys, on Dr. Breton's foundation. Part of the endowment has been lost.

22. Hill's Grammar School, Westminster.

22. Hill's grammar school, Westminster, has become a school for teaching boys of the labouring or a parallel class; and though Latin is still taught, as the boys do not remain in school on an average three years, and come in entirely ignorant, little progress can be made.

23. S. Martin's-in-the-Fields Grammar School.

23. S. Martin's-in-the-fields. The library is dissolved. No boys are now sent to the University. Changes have been effected in the foundation by Act of Parliament.

24. Tottenham Grammar School.

24. Tottenham Grammar School. The definition of poverty which was to regulate admission to the school, has been abandoned.

25. Tower Hill Grammar School.

25. Tower Hill Grammar School. The Greek language is not now taught.

26. The Godolphin Foundation.

26. The Godolphin Foundation. Part of the funds have been applied to the Foundation of a boarding-school at Hammersmith. The whole character of the charity has been entirely changed by a scheme of the Court of Chancery.

27. Neale's Mathematical School.

27. Neale's Mathematical School no longer teaches mathematics: nor are boys elected to it from the designated charity schools; nor are they prepared for sea service. But the school has become a middle school of the third grade, with a curriculum scarcely above that of a good national school; and about equal to that of a British school in a town. Fees are charged 4*l.* per annum.

I have thus described some of the changes which have taken place in each of these schools. I have not time, nor is it here necessary to enumerate many other modifications of their original condition. The preceding examples will suffice to show that, even in important matters, all these institutions have been metamorphosed from the original form given them by their authors. If we could suppose the intention of these founders to have been to stereotype certain establishments which while all around them was undergoing a ceaseless change should retain their own peculiar original form unchanged, it is evident that such a design has completely failed. Their founders would probably recognize very few of these insitutions if they could now revisit them. But if

we suppose, and this is surely the more pious and charitable supposition, that their intention was to do the greatest educational benefit they could to the localities which they endowed, and that when they used such phrases as "to be a free grammar school for ever," "a common school evermore to endure," and the like, they contemplated rather the perpetuity of the benefit itself than of its particular form, then the true answer to the inquiry how far do these schools now fulfil their founders' intention must be sought in the reply to the next question.

The third question in reference to these grammar and other endowed classical schools to which I am directed by my instructions is, whether they are *now* useful institutions? A detailed answer to this question will be found in reference to each of these schools in my separate reports appended to the returns from each. As, however, these reports are dispersed amidst a great mass of other matter, it will perhaps be useful to sum up in this place the general result of the separate reports. There are also some interesting particulars for which space may be best found here.

The third question to which the instructions of March 1865 give occasion. 3. Are they now useful institutions?

On page 237 of this Report I have classified these grammar and other endowed schools under three grades; the meaning of which classification I have there explained. Adhering to that arrangement, I find that of six schools in this district there classed as "schools of the first grade," there are none which ought to be stigmatized as decidedly unsatisfactory, while there is one which merits particular praise as being by far the best pattern of what a London school of that grade ought to be, and which more than any other school in this district will repay careful study and attention. I allude to the City of London School.

Answer to this question in reference to the endowed schools of the first grade.

This school originated in a bequest made about the year 1442, by John Carpenter some time town clerk of the City of London, to the Corporation of the City of certain lands and tenements which he charged with the maintenance and education of four poor children. The will of John Carpenter is lost; but it seems that in 1663 the Corporation paid 19*l.* 16*s.* 8*d.* for the clothing, maintenance, and education of four poor children out of the Carpenter estates; and when the former Commissioners of Inquiry into Charities made their report dated March 8th 1824, the Corporation used to expend the sum of 19*l.* annually out of the Carpenter estates in the following manner, viz.: To the chamberlain, as receiver of rents and manager of the charity, 1*l.* 10*s.* and 18*l.* in four sums quarterly to four freemen of the City of London to enable each to pay for the education of a son from the age of seven to 14 years. A full account of this charity will be found in the report of the former Commissioners of Inquiry dated March 1824. The property charged by John Carpenter for charitable purposes, being situated in Thames Street, Bridge Street, St. Giles' in the Fields, Houndsditch, Cheapside, and the part of London about Tottenham Court Road, increased very greatly in value until, in 1833, that value reached about 900*l.* per annum. About this time Mr. Warren Stormes Hale, alderman, (and at the time of my inquiry, lord mayor) of London, proposed

Detailed report on the City of London School. Foundation and founders' intention. History of the charity.

Reconstruction of the school.

to the corporation to found a great day school for the City of London, and to endow it from the Carpenter estates. The issue of this proposition of Mr. Alderman Hale is notorious, being the subject of an Act of Parliament (4 & 5 Wm. IV. cap. 35.): and as I am informed that evidence in reference to the foundation of the school has been given before the Commissioners, I need say no more than that the Act, dated August 13, 1834, and passed, as I am told, mainly by the exertions of Mr. Alderman Hale, enabled the Corporation to close an antiquated market in Honey Lane, and to appropriate that site to the building and purposes of a school to be for ever maintained "for the religious and "virtuous education of boys, and for instructing them in the "higher branches of literature, and all other useful learning," endowed the school with 900*l.* a year out of the Carpenter estates, and placed it under the management of the lord mayor, aldermen, and commons of the City of London in common council assembled. Thus Carpenter's charity, refounded by the corporation of London, and especially by Mr. Alderman Hale, has become a great day school for providing secondary education of the first and second grades, together with abundant opportunities of passing on to a superior education, to the *sons* of persons who reside in and about the City of London. No share in this valuable foundation has been allowed to the education of girls.

Points to be noticed in the constitution and condition of the school.

The following seem to me the most noteworthy features in the school, and I think they will all throw some light on the subject of this inquiry.

(i.) Object of the school.

(i.) The object of the school, as stated in its prospectus, is "to "furnish a liberal and useful education for the sons of respectable "persons who are engaged in professional, commercial, or trading "pursuits without the necessity of removing them from the care "and control of their parents." Thus the school is a day school only, and the Commissioners will doubtless remark the resemblance of this formula to those in which the objects of the Whitechapel Foundation Commercial School, and of the Stationers' School are expressed. "The necessity of removing children from the care and control of their parents" is considered by a large portion of the middle class as an evil. The school provides for the education of sons of persons engaged in professional, commercial, and trading pursuits. It therefore contains two distinct classes of scholars, viz., those of the first and second grades: those who leave at about 18 for professions, and those who leave at 16 for business. Being very largely supplied with scholarships and exhibitions it also contains many who are to continue their education at the universities. It is thus both a superior and a secondary school, and covers a very wide educational field. It therefore becomes interesting to notice how the school manages to combine the sort of education required for those entering the universities and liberal professions with that demanded by thoes who are going at 16 into business. That the school has managed to do this there can I think be little doubt. Its success at Cambridge is well known, especially of late years. Its very

A day school.

Class of scholars.

Both a secondary and a superior school. How the school combines the two kinds of education.

great popularity among scholars of the second grade, so strong and so great that it almost pervades them so as to reach the third grade, is a proof that its teaching is considered a good preparation for commercial life. Now a school which has to give secondary education of both the first and second grades, and still more one like this which provides also the beginnings of superior education is commonly considered to be placed between two fires, and to be in an awkward position. On the one hand it is pressed by the demands of the universities. If it wishes to win their laurels it must give a place to the study of the dead languages; a process which sacrifices the education of the many and indeed of all scholars of the second grade, for the sake of a very brilliant result with the few. If on the other hand the school wishes to be well attended by scholars of the second grade, and to win favour with commercial men, it must give a great deal of time to modern subjects. The most common attempt to reconcile these conflicting claims is by means of the process called "*Bifurcation*," a difficult and hazardous process in any, even very large schools; which has, I suppose, succeeded to a remarkable degree at Rugby, Marlborough, and Cheltenham, but which I must confess does not seem to me to succeed in any of the schools in which I have studied it in this district. The City of London School has, at any rate, not attempted it. How then does this school get over the difficulty. I believe it will be found that the secret lies in the following circumstances:

Difficulty of doing so.

Bifurcation not often successful.

Not attempted in this school. Solution of the problem.

(1.) The staple of the school instruction is *science*. Not however that of language but that of number. Arithmetic, mathematics, and chemistry form the bases of the intellectual nutriment.

(1.) *Science* is the staple of the school instruction.

(2.) The study of the dead languages is deferred to a later period than is usual in our public schools. If the Commissioners will refer to the time-table in Appendix II. of this Report, they will see that in this school Latin is not begun with boys until they are on the average 12½ years old, and that Greek is not begun until they are on the average 15 years old. The boys have been previously well grounded in arithmetic, French, and perhaps also German, and received some elementary instruction in mathematics and chemistry. Their minds have been opened, they have begun to think and compare, Latin and Greek can now be taught them on philological principles, they make rapid strides, and by 18 or 19, if they stay, they have just as good a chance of being elected to open scholarships at the universities as if they had begun the dead languages at the age of eight or nine years. We have, I think, here a proof of what is the best form which a curriculum for middle schools should take. It should be based upon modern science pre-eminently and modern languages subordinately, but giving the pupils also an opportunity, if they will stay on long enough, of being led with success into the highest walks of superior education, into all the cultivation, taste, and research of classical learning.

(2.) The dead languages are taken up at a later age.

A priori there could, I think, be no doubt that such a curriculum is desirable; the only question being whether it is possible. And

I think that the history of the City of London school shows that it is. It would not, however, be of much use to supply this well-devised curriculum if its price were pitched so high as to repel a large number of second-grade scholars. The question of cost is therefore most important. The school is endowed with 900*l.* per annum, the former value of the Carpenter estates. The fees to each pupil are 9*l.* per annum for all subjects, vocal music included, except drawing, which is charged 2*l.* 2*s.* 0*d.* extra per annum. Books and stationery are supplied at cost prices. There are on an average 630 boys on the books. Thus the expense of education in the school for a boy who lives within walking distance is as follows, for 39 weeks in the year, 29 hours per week, not including drawing :—

Cost of the education.

		£	s.	d.
Public	(Endowment 900*l.*÷630) -	1	8	$6\frac{6}{7}$
Private	(School fees) - -	9	0	0
	(Books, &c.,) about -	2	0	0
	Total cost per head -	12	8	$6\frac{6}{7}$

If, however, a boy lives at a distance there must be added railway expenses, according to the rates given on page 14 of this Report; and the cost of luncheon, unless (which is quite possible, and not unfrequently done) the pupil brings it with him. This luncheon is provided by the school porter at a reasonable cost. Suppose then that a boy lives at Croydon, which is 12 miles distant, on the verge of this district, and attends this school, then the cost of schooling will be for him as follows :—

		£	s.	d.
Instruction	Public - -	1	8	$6\frac{6}{7}$
	Private - -	9	0	0
School materials (about)	- -	2	0	0
Food (luncheon) about	- -	6	0	0
Travelling by rail	- - -	4	15	0
Total cost	- -	23	3	$6\frac{6}{7}$

This education is certainly as cheap as it is good, and, subject to the limits of the school premises, it is practically open to all respectable persons residing within 20 miles of S. Paul's Cathedral. The price is one which scholars of the first, and a very large proportion of the second grade can certainly afford to pay. It is, perhaps, about one-third too high for a portion of the second grade, and twice as great as what the great majority of the third grade can afford to pay, apart, of course, from the consideration of railway expenses. But it may, I am sure, be taken to represent fairly the paying capacity of the first and of at least half of the second grades. How then is the school made to be solvent at this rate? The endowment, it will be observed, is not proportionately large. The public pays not much more than one-ninth of each boy's expenses, for instruction (not reckoning at present the numerous scholarships which have since been established by contribution.) As regards the remaining eight-

Ability of the middle classes to pay this price.

How this low rate of cost is effected.

ninths the school is self-supporting. How is this effected? The answer is (1.) The buildings have been provided at the outset free of all charge upon the annual revenue. The only expenses which remain to be met are therefore repairs, payment of salaries, insurance, rates, and the like. (2.) The masters are underpaid, and the boys are overmassed. Here we touch upon what seem to me the only really weak points of the school. The Commissioners have, I believe, heard evidence on the subject of the masters' salaries. They are certainly low, but I think that it should be remembered that (a) they have, if they like, the power of setting up private boarding-houses and thus seeing their way to a fortune, whereas (b.) if they confine themselves to school tuition they have short hours, long holidays, and generally much time to themselves. I know few pleasanter posts for a young man with any gift for teaching than a mastership in a large London day-school. If there were any system of superannuation allowances, as in the Civil Service, I do not think there need be much fault found with these salaries. The massing of the boys in large classes is however an unquestionable evil. I think most persons versed in educational matters have concluded that as a general rule a class of 20 boys is, for linguistic studies, at any rate quite large enough; quite as large as an assistant-master of ordinary capacity can profitably teach. The classes at the City of London school are much larger. The proportion of the whole staff, writing masters, French, German, drawing, music, and chemistry teachers included, to the pupils is as 1 to 26, while the proportion of the regular staff is only as 1 to 48. It cannot be doubted that this proportion of teachers to the taught is upon any received theory too small, and I think I found some traces of harm resulting from it when I examined the junior department of the school. When I visited the school in June 1865, I found the numbers present in each class to be as follows:—

Buildings free.

Masters underpaid. Boys overmassed.

Certain advantages enjoyed by the masters.

Retiring pensions for masters are much wanted.

Classes too large.

Senior Department.

Sixth	class	20	out of	23	on the books
Fifth	,,	24	,,	26	,,
Fourth	,,	33	,,	35	,,
Latin	,,	34	,,	40	,,
Third	,,	55	,,	60	,,
Second	,,	53	,,	56	,,
First	,,	62	,,	67	,,
Grammar	,,	61	,,	71	,,
Total		342	,,	378	,,

Junior Department.

First Division		72	out of	80	on the books
Second	,,	78	,,	79	,,
Third	,,	51	,,	56	,,
Fourth	,,	43	,,	44	,,
Total		244	,,	259	

Antidotes to the evils resulting from large classes. (ii.) Admission examination.

On the other hand, I must say, I never saw a school where the necessary evils of large classes are more successfully reduced to a minimum. I shall endeavour to describe how this is done.

(ii.) There is an *admission examination* to the school, and be it observed, this is not merely an examination requiring a certain minimum knowledge of all boys before they can be admitted, but it is something much more important and salutary, it is an *admission examination graduated by age.* The importance of this graduation by age can hardly be over-estimated. It is not sufficient to say, "No boy can come in here till he can read fluently and knows the first four rules of arithmetic." Every school, not an infant or merely preparatory school, with the smallest pretension to be anything more than the shabbiest mercantile speculation, must and does require some preliminary qualification of this kind. But this is not sufficient. If a boy of 15 is admitted who has been so neglected that he is unable to take a fair place along with the average boys of his age, but must be placed in a class among much younger boys, he is a perpetual fester to the school. The chances are enormously against his being industrious and in favour of his being tyrannical and immoral. Every large school, therefore, which hopes to keep itself pure, must use the preventive of an admission examination graduated by age: that is, it must say to candidates for admission, "The boys of your age at this school are doing "certain work with certain results. If you are quite unable to "approach that work you cannot come in here. You would be "likely to do to us so much more of harm than you are likely to "do of good to yourself that we cannot conscientiously admit "you." No doubt this regulation sometimes turns away boys who are not personally to blame for their defects, and relegates them to private schools or private tutorship. But this is no argument for its abolition. It might be urged as an argument for the abolition of parental irresponsibility to the State, but no one would venture to argue that the parents who have taken pains with their children should be compelled to see the fruits of their labour spoiled for the convenience of other parents who have taken no pains. That would be authorizing a premium on neglect, and would be very impolitic, not to say immoral. Yet I regret to say few secondary schools in this district have such a system of admission examinations *graduated by age.* The private schools are entirely without it, so are frequently the proprietary schools, and even among endowed schools it is rare. Until, however, something of this kind becomes as recognized a part of the system in our great secondary schools as it is in our great superior schools, the education of the former will continue unsatisfactory. The City of London school, by instituting a graduated admission examination, secures good material with which to work. There are always plenty of boys wishing to come in, and it thus, within reasonable limits, picks the better among them, the boys who have early acquired habits of industry and the use of their brains, for admission. This is one way in

Graduated by age.

Necessity for this.

Seldom found even in public schools in this district, *never* in private schools.

which the defect of large classes is remedied. The school procures good material at starting.

(iii.) The removal system

(iii.) But how does it keep that material good? What is the salt which keeps the great mass pure and fresh? It is the "*removal system*;" that system of removing boys who, without committing any heinous school crimes, do not try to keep up with the fair average mental and moral growth of their companions, and thus show that a large school is not suited to their peculiar temperament, or that they have got into a wrong rut, and want a fresh start. This system of mitigated expulsion, invented, I believe, or at any rate first largely practised by Dr. Arnold at Rugby, but now adopted by all our best superior public schools, is essential to the welfare of a large school. It can only be attacked on the same grounds as those on which the system of graduated admission examinations are sometimes attacked. I have, in the course of my inquiry, heard it urged against this system, and particularly against its use in boarding schools, that (*a*) "the schoolmaster who removes a boy in this "manner, confesses himself to have failed with him. He "cannot perform his contract with the parent, and is obliged to "repudiate it. He is confessedly an unsuccessful, a bad school-"master." This is obviously untrue. The public schoolmaster does not warrant his school to bring up every boy well. All he engages is to give every boy an opportunity of being well brought up, and to do the best he can for him without injuring others. The private schoolmaster and tutor may make such engagements, but the great public school can no more guarantee the welfare of each boy, apart from his own or his parents' behaviour, than society can guarantee the welfare of each individual member. Is a society considered a failure because there are some criminals who have to be cut off from it? The whole mistake arises from a mental confusion between the duties and pretensions of large and small schools. Large schools cannot undertake to act like reformatories towards untoward boys; this must be the business of small private schools and private tutors, and parents ought to recognize the difference in character of these institutions, and their own resulting responsibilities.

Objections made to it not valid.

(*b*) It is said, "The injury done to the boy removed is so serious, that nothing short of great crimes can justify it." This is by no means true. There are many boys whose disposition is unsuited to the public schools, and to whom it is the most veritable kindness to remove them to different conditions of life. But even in the case of a boy who is not found to do well afterwards with a tutor, it is not true that removing him from the school was an injury. Nothing can be worse for a boy than being very backward in a great school. There are more and worse evils attending upon such a position, than I can here describe. I will only say, that whether the removed boy does well afterwards or not, I can imagine no more unfavourable conditions for good wholesome life than those from which he was thus removed. Indeed the argument is worthless every way. In the case of a great day school like the City of London,

the matter is even more simple. Here the parent deliberately assumes the responsibility of his son's conduct and industry out of the class-room. The school pretends to do little more than to test and stamp the results of that industry. Thus, the "removal system" is not here even liable to such criticisms as I have mentioned. The system is practised thus in the City of London School. There is a complete method of registration and reports to parents. These reports are sent home twice a year. In case one of them is very unsatisfactory, it is endorsed by the head master, and two endorsed reports require the quiet removal of the boy from the school. Thus the school is continually kept pure and fresh, an atmosphere of work is secured, and it becomes well known that there is no place for triflers. There are of course the usual punishments also of the cane and detention, in respect of which the only thing I need remark is that there is a special detention master whose business it is to stay in beyond the school-hours, and see that the boys detained do their tasks. This is an immense improvement on the plan which used to be pursued, and is still pursued at some great schools, where each master stays in with his own detained boys. The irksomeness of staying in after the day's work is fairly done, is so great, that even good masters (they are only human) will let offences go unpunished rather than resort to it, while the culprit is almost repaid for the pain of stopping in by the pleasure of witnessing the misery of the jaded master. The punishment of detention, too, is more effective here, particularly for little boys, than at a boarding school. At a great boarding school little boys sometimes prefer sitting in a warm room and doing light work to being turned out to cricket-fagging or snow-balling. But to little boys at the City of London school, detention means not reaching home in time to play with sisters or get a ride on the pony; the lukewarm remains of the family dinner; perhaps short commons; and, at any rate, all the best things eaten up. In prospect of these horrors, little boys, and bigger boys too, will work, and thus the discipline of the school is secured without much corporal punishment, and the mass of boys makes efforts to work.

Method of working the removal system at the City of London School.

Detention.

(iv.) The staff.

(iv.) These two points—the admission of no thorough idlers, and the toleration of none who become such after admission—being secured, half the battle is won. Still everything must be done to second the boys' efforts, by having able teachers and a good method of instruction. I have remarked that the masters are underpaid. They are not, however, by any means an inferior set of men; on the contrary they form, upon the whole, a strong staff of able teachers, quite equal, in capacity, to the staff of any secondary school in this district, and superior to most. What then attracts them here? The late head master, Dr. Mortimer, who at the time of my visit had not yet resigned, told me he thought it was the *esprit de corps* of the school. There is no doubt that boys who have left a great public school, and who have a taste for teaching, feel much pride in occupying the master's chair in the old familiar

room where they once sat upon the scholar's form, and I quite believe that this acts as an inducement to men to prefer a smaller salary here to a larger one elsewhere. But to this must be added the attraction of a day school; and, perhaps almost more than all, the attraction of a good head master, the satisfaction of working in a brilliant and successful school under an able and successful head master. Nothing attracts the good subordinate—that is the man who with fair ability is very diligent and very conscientious—so much as having a thoroughly good chief, that is a man who is really anxious to have good work done for him, and who recognizes and appreciates it when it is done. It was impossible to see Dr. Mortimer in his school without feeling at once that he was such a chief, that he was "*peritus in suâ arte*," and one under whom a man would neither wish nor be permitted to trifle. There are two things noticeable in regard to the election of these masters, viz.; (1.) They are all elected by the governors. The system is not as at Marlborough or Wellington College, where all the assistant masters are appointed by the head master; nor is it as at Winchester and many of the old endowed schools, where some masters are appointed by the governors and some by the head master. In the City of London school all the staff is appointed by the governors. No doubt it has practically come to this, that the committee, knowing that they had a good head master, leaned much upon him in this as in other matters, and in the appointment of assistant masters were almost entirely guided by his recommendation or disapproval. In this, as in all matters, every thing turns upon the master himself, his personal character, his calibre, his force. You may trammel a good man in many ways, but he will rise superior, and make himself felt; you may also give an indifferent man all possible advantages, and he will remain an indifferent man to the end of the chapter. Still, assuming, as one must, the average head master, I am not sure that this method of appointing his assistants is the best. I am inclined to think that the right theory is for the governors, when they have elected the best man they can find as head master, to let him nominate his own assistants, and endeavour to attract and gather round himself a brilliant and suitable staff. This, however, is after all a secondary matter, a question of detail, and one which is open to dispute.* (2.) All the masters, the head master not excluded, are elected for one year only. Thus, they are very easily removeable, being appointed subject to annual re-election. This is a curious feature, but one not uncommon in London, especially in the case of schools managed by city companies and civic dignitaries. It is an effective guarantee against any master obtaining in law or equity a freehold, and I never heard that Dr. Mortimer's dignity or usefulness was in any way impaired by the fact that

Attraction of good head-master.

Election of masters.

* My views on this point have undergone some modification since my visit to Scotland. See my report on secondary education in nine Burgh schools and other schools in Scotland, pages 41–2.

he was subject to annual re-election. The plan would probably be found more difficult to work in the case of a boarding school than in that of a day school. In a boarding school, the masters who occupy houses must invest capital, and security of tenure is of course essential. In the case of a day school, the master is more easily removeable; on the whole, the system does not seem to work badly.

(v.) The two facts which particularly struck me in inspecting this school were the thoroughness, the precision, exactness, and soundness of the elementary work; and the scientific way in which everything was taught from its first rudiments, the care that was taken to make the boys grasp the principles upon which their knowledge was based.

(1.) Great efforts were made to render the young boys, those especially in the junior department, exact in their work; so much so, that when I first visited the junior department the teaching seemed to me narrow. The boys, for example, in the first division of the junior department, which was the largest class in the school, learned as the work of the term a very little history and geography, and did not know much outside of the actual text of their books: but they knew that text thoroughly, almost by heart. And as I went up higher in the school, and found principles more developed and dwelt upon, I saw the value of this careful exercise of memory. Principles were not however neglected in these junior classes. The method, for example, of teaching the boys arithmetic seemed to me remarkably good; the sums being worked aloud, and the reasons for every step stated by the boys. The elementary subject on which they appeared to me weakest was spelling. For example, the 72 boys in this division, whose average age was $12\frac{1}{2}$, wrote the following piece of dictation for me, having 10 minutes allowed for the exercise:—"It cannot indeed be expected that every "Government clerk in the Kingdom shall be allowed to leave off "work at one o'clock on Saturday afternoons. In many offices "it will be always necessary that a few should attend for the "transaction of really pressing and imperative business; but "those who have to remain one week would be free the next."—The result was that they had an average number of $1\frac{3}{4}$ mistake each; only 22 of them working the simple piece correctly. Four boys had five mistakes; 7 had four; 11 had three; 17 had two: 11 had one mistake. This is evidently an unsatisfactory result for boys of $12\frac{1}{2}$ years, and might be amended, as the results obtained by the Christ's Hospital boys show (Appendix V.) I am quite aware that spelling is difficult to teach to some boys. But it is not an insuperable difficulty with any; and a first-rate trained primary schoolmaster would soon find out how to make the careless spellers work more correctly. The difficulty is, however, increased here by the enormous size of the class, which is nearly three times as large as one would wish it to be.

(v.) Features in the working of the school.

Accuracy in junior classes.

Development of principles.

Spelling deficient.

With this exception the results of my examination of the junior department showed that the boys in it were well and

accurately grounded. The plan upon which the grounding proceeds is, I have no doubt, the correct one, viz.:—*A small quantity done with very great exactness in the lower classes, and a gradual and systematic increase of the amount as the classes rise in order. The memory cultivated and exercised in conjunction with the development of principles.*

Arithmetic and geometry are the staple of the instruction.

(2.) The staple of the instruction in this school is, as has been remarked, not the science of language but that of numbers or magnitudes. This fact enables the teacher to commence from the very first with an explanation of the meaning of the processes which he is teaching to the boys. In teaching arithmetic to young children of 7 or 8 years old, not nearly so much rote work is required as in teaching them a dead language. From the very beginning the boys are taught to ask themselves and to answer the question "*Why?*" and learn not to rely on memory solely, but to exercise their reasoning faculty. No rule in arithmetic is taught them without ample varied and thorough explanation of the reasons or proofs of the rule. Wherever there is more than one good method of working any process, care is taken to teach them those methods so as to put the process in different lights, to give their minds some comparative arithmetic, and free them from slavery to forms. And they are never allowed to do a morning's exercise in arithmetic without working at least one or two sums orally on the black-board, and giving their reasons for every step in the process, so as to prove to the master that they understand what they are doing. Thus their arithmetic, over which they spend a long time, is really an intellectual training, fitting them to make rapid strides in geometry and algebra when they commence those studies. The same principle is pursued with the study of geometry, which begins in class III., and with that of algebra which begins in class IV. The Euclid is worked orally on the black-board with many variations, changes of letters and figures; and the boy is often interrupted and required to analyse, or to give the connecting links of his argument in greater detail. The teaching of geometry here is some of the best I have seen in these English middle schools, whether public or private, and is only surpassed, I think, by what I saw in some of the Scotch Burgh schools, where a greater familiarity was shown with French and other continental processes; and the teacher was able to illustrate more copiously and to show the pupils how to work more compendiously. The same care is shown in teaching Latin to beginners. The language is taught not upon the arbitrary unphilosophical system found in almost all our Latin grammars; but on the system which Professor Key adopts of classifying and explaining the inflections of words philologically in accordance with what is called their "crude forms." I shall not of course presume to give a judgment between the two grammatical systems, which may be called the arbitrary and the philological, or the old and the new; particularly at the present moment, when a crisis in the history of our Latin grammars appears to

Method of teaching arithmetic,

Geometry,

and Latin.

be approaching. I will only remark that, as far as I am informed, most able teachers in London middle schools, while they are agreed that the new system is the most rational and philosophical, doubt whether it is not too difficult to be used with little boys, and that this objection seems to have much less weight at the City of London school, where Latin is begun at a somewhat later age than in our superior schools. Professor Key's grammar, and the Introductory Primer with exercises written by Mr. Robson of the College of Preceptors, who formerly taught under the Professor at University College school, are used in the City of London school with great apparent success.

I have now mentioned some of the principal peculiarities in this school, which seems to me to deserve the attention of the Commissioners. I have already given and commented upon the hours and the time-table. I will only add that this school has struck me as by far the best among the secondary schools of London, whether of the first or second grade; as by far the nearest approach to my idea of a good secondary school; and as an institution which is most unquestionably of the highest use and value to the country.

As the City of London school is the most important day school in this district, so there can be no question that by far the most important boarding school is that of Christ's Hospital. A detailed report on this great establishment will be found in Appendix V. There is, also, one other foundation among those classified as of the first grade, which, though it is at present in a transition state, having been recently reconstituted by Act of Parliament, and apparently will not for some time reach its full developement, yet has such a great future before it that I wish to call the especial attention of the Commissioners to it. I allude to the foundation named Alleyn's College of God's Gift, at Dulwich; a detailed Report on which will be found in Appendix VI.

Conclusions in reference to endowed schools of the first grade in this district.

From these two Appendices (V., VI.) and from the foregoing remarks it will appear that of the first grade endowed schools in this district, one, the City of London School, is an admirable institution, and as near perfection perhaps as any very large school can be. Another, Christ's Hospital, is no doubt a most valuable and useful institution, and one of whose past history and present fame the nation may justly be proud. Yet it has some serious defects, and is capable of considerable improvements even without any radical change of its present constitution; while if touched with a bold and skilful hand, it would go far towards making London and its neighbourhood the best educated locality in the world. A third, Dulwich College, is at present undeveloped, but has before it a great future; and the Commissioners will judge whether that future ought to be spent in aiming at the establishment of another great classical school, or in endeavouring to provide the best pattern of middle education. The remaining three schools, viz., the Mercers School, the Tower Hill Grammar School, and Highgate Grammar School,

do not seem to require any further comment than that which is contained in my separate reports on them. There can be no doubt that these first grade schools are upon the whole decidedly useful institutions. There is much in them that is excellent, and much also that might be reformed.

Endowed schools of the second grade. Their general condition.

With some modifications, the same remark may be made of the endowed schools of the second grade. I am happy to be able to say of them also that there does not appear to be any gross case of abuse among them. There were three out of the 12 which seemed to me to be moderately taught, and at least two others in which, though the teaching is very fair of its kind, the curriculum is not so suitable to the class of scholars as it might be. Almost all of them want stimulus and elasticity, and the usefulness of all of them might be largely developed and increased. But I do not find among them any gross cases of neglect or abuse. There are no such instances as I have found in Hertfordshire, Oxfordshire, and Berkshire; no such crying scandals as those of Reading or Thame Grammar School. None of them has fallen into the abject misery of Ware, or Markyate Street Grammar School. None of them are interfering with one another's success like Hitchin and Stevenage Grammar Schools. None of them are so decayed as Witney and Woodstock Grammar Schools. Whether it is owing to the stimulus conveyed to them by the greater numbers, activity, and intelligence of a London population, or to the greater value of their property, or to the attraction which a metropolitan mastership offers, or to a combination of these with other causes, the endowed schools of London of the second grade seem to me to be in a much better condition than those which I visited in the country.

Points in which some improvement is required.

But although it is a satisfaction not to have found among these endowed schools of the first and second grades any gross cases of abuse or mismanagement, and to have seen so much that is useful and good, I am bound to tell the Commissioners that there is very great room for improvement in almost all of them. The defects are of two principal kinds, viz., (1.) Of the teachers. (2.) Of the subjects taught.

(1) Training of the teachers.

(1.) The teachers of these schools are generally men who have had an University education. They are usually graduates of Oxford or Cambridge; less frequently of London University, and still less frequently of Edinburgh, or one of the Scotch Universities. The advantages of such "superior education" as that afforded by some of these Universities and tested by others are well known, and must of course be felt even more strongly in the scholastic profession than in those of the bar and of the clergy; and when a man has read for honours at Oxford or Cambridge, and shown by the class which he takes that he has been capable of digesting and reproducing that wide range of reading, he no doubt has given an excellent guarantee of his intellectual capacity. The endowed schools of the first grade are happy in having upon their staffs many brilliant scholars in principal and subordinate positions.

But these classmen of course require large salaries and generally also leading positions, and the majority of the forms, even of schools of the first grade, and almost all those of the second, must be taught by passmen. Now the ordinary M.A. degree at Oxford or Cambridge is not a guarantee of any but the most rudimentary intellectual capacity. It is notorious that the Oxford passman is often a man who after spending 15 years upon Latin and Greek is unable to decipher at sight a plain Latin text with which he is not familiar (say, an easy dialogue of Erasmus), or to write grammatical Latin prose; while his knowledge of arithmetic is most hazy, of mathematics nil, of logic very crude, of modern languages, history, and geography, and modern science, nil. The ordinary M.A. degree at Oxford and Cambridge implies a decidedly less amount of information than those of London or Edinburgh, which last though they do not guarantee any high intellectual capacity yet imply that the graduate has information in certain matters which are likely to be very useful in a middle school teacher. It is clear, then, that as regards intellectual capacity the pass degree of Oxford is no guarantee of fitness to teach a secondary school, though the high class degrees are no doubt a very powerful test of capacity. But in one important respect both passmen and classmen of all Universities of Great Britain are in the same disadvantageous position as teachers. They have had no special professional preparation for their work. They generally know, when they leave the University, about as much of how to teach as of how to preach, or to minister to the sick, or of how to draw a conveyance. For the bar it has long since been settled that a man must supplement his Oxford education by some technical training. He attends lectures, he goes to a conveyancer or pleader of renown, and he studies under him. Thus many of our leading barristers form a brilliant legal professoriate and tutoriate, under whom graduates of Oxford and Cambridge get their special technical training. The same thing is gradually coming into use for the clerical profession. Men are beginning to feel that the care of a parish is not one which they can take up off hand, and they are thankful to get at Doncaster or elsewhere the special technical training which Oxford and Cambridge cannot supply. Until schoolmasters feel the necessity of such special training, and devise some means of providing for it, their profession will continue, as it has always been in England, somewhat in the shade. I would suggest to the Commissioners whether it would not be possible for each of the Universities to establish a Professorship of Instruction, the professor being an accomplished scholar and a *successful schoolmaster* of some standing; and his duty being to teach the best modes of imparting instruction in the main branches of education, of managing classes, divisions, and individual boys, and generally to impart the art of teaching. I am convinced that the institution of such professorships would greatly increase the influence and utility of University education in the case of graduates who

Suggestion in this matter.

intend to be schoolmasters. The professor's lectures might be open, on payment of fees, to others than matriculated members of the Universities, and the University might require him to print them. And thus the Universities would be the means of a general diffusion of information upon the subject of the art of teaching; a subject on the elementary notions in which the most astonishing ignorance frequently prevails among young teachers, and very frequently even among old hands. The lectures should be as practical as possible; and if the students could have an opportunity of practising in some grammar or middle schools in or about the University, their utility would be greatly increased.* The professor's certificate should be required by the Government of all candidates for inspectorships of schools, and by managers and trustees of candidates for masterships. It might be objected that an University is not the place for this special technical instruction. But I do not see why there should not be a place at Oxford for a professor of instruction as much as for a professor of pastoral theology, of clinical pathology, of the practice of medicine, or of diplomacy. The Commissioners would, I am sure, be astonished if they could see what blindness often exists even among teachers of some standing in regard to methods of teaching. They have been moving on so long in the groove in which they first started; they have been so occupied with the details and actual hard work of their profession, that they have never had time to reflect upon its principles. I have seen men who were good scholars wasting their own and their pupils strength for want of knowledge of some method which would be quite familiar to any trained teacher. Such elementary matters as the preparation of lessons, even in familiar books, by the master before taking the class; the rule of keeping all the scholars under his eye; the rule of using the black-board for illustration (on Horace's principle "Segnius," &c.); the power of making good use of it; the rule of regular revision of backwork, and a thousand other rudimentary principles of instruction, are constantly neglected even by men who call themselves experienced masters and are leaders in their profession. Of course I am quite aware that the good schoolmaster, like the poet, is such by birth. If a man has not the natural aptitude he cannot be manufactured into a good teacher. If a man has not energy, vivacity, and facility of illustration, a flow of spirits, self-control, and a touch of enthusiasm, he can never become a good schoolmaster. But a man may be greatly improved by training, and even those who have these gifts may be saved years of groping and feeling their way by a few hints given at starting.

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* The Commissioners will observe in reading my report on the Grammar School of Magdalen College, Oxford, that the head master very judiciously avails himself of the advantage afforded by the situation of the school to engage young graduates who are residing in order to compete for fellowships, or men who have passed the first and are reading for the second final schools, to supplement the teaching of the regular staff of masters. He thus gets at a reasonable expense the assistance of a brilliant staff of occasional teachers. Why should not the work of such young men be systematised and performed under the direction of a professor of Instruction?

(2.) Choice of subjects for instruction.

Classical education.

Fails with the middle scholars because they cannot carry it far enough.

(2.) One of the principal defects in the choice of subjects which form the curriculum of these middle schools, seems to me to be the too great share of time and attention given to Latin and Greek. The Commissioners will readily believe me when I say that I have no prejudice against classical education. Indeed I entered upon this inquiry with a prejudice rather the other way. But a candid examination of facts has convinced me that the middle class is justified in its prejudice against the attempts so commonly made to force classics upon it.* I am fully conscious of the great value of classical education if it can be carried far enough. If a man can continue his general education to the age of two or three and twenty, it is well worth his while to be a classical scholar. Those who wish a "superior education" cannot neglect classics, though even in their case I do verily believe that the study of Latin, and certainly that of Greek, might most advantageously be postponed to later periods than those at which they are ordinarily commenced. However, this is a matter for the great public schools, with which I am not concerned. But can the most ardent admirers of classical education maintain that a course of instruction, which is not calculated to bear fruit or to come to any degree of ripeness until a man is 21 or 22 years old, is the best to pursue with scholars who must go out into life at the age of 16 or 17? To train these boys up in an elaborate classical curriculum shows about as much wisdom and kindness as to prepare an elaborate dinner of six courses for a friend whose train is starting in 15 minutes. Such an education must be a *coup manqué;* in aiming at too much it loses all. This is what the middle class has long perceived, and this is one reason why it avoids the grammar schools, and prefers the *régime* of quacks who will undertake to supply what it wants. Let the Commissioners reflect in what condition the classical educators turn out a lad of 16. Time is precious. Classics are a difficult and wide-ranging study. The instructors, perhaps Oxford passmen or third class men, know very little of anything else. They will have the first place for their idol, grammar. They set him up. They clear a space for him. They demand half the school time for his worship. They cause the youth to offer up whole years of devotion to him. When suddenly the time has come for the devotee to pass away into the office and counting-house, and the lad is thrust forth in the intellectual condition which I have described in speaking of the Latin school at Christ's Hospital. If the Commissioners could have only heard the translations, at some of my oral examinations, of boys just about to leave school at 16 or 17, in Cæsar and Cicero, in Virgil and Horace, and still more in Xenophon or Euripides; if they had only looked over half the Latin prose, and the translations on paper of easy unseen passages from Cæsar, Livy, or Cicero, which I have revised during these 15 months, I think they would be

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* Compare page 371.

convinced that classics are not, as at present generally used, successful means of middle education. I cannot better express what I mean than by giving the Commissioners some specimens of this kind of work. I will select two schools; one of the first grade, another of the second, both well-conducted schools, in which the masters really take pains, and in which classics supply the principal share in the curriculum.

Examples of the amount of scholarship attained by middle scholars in classics when they leave school.

School A. is a school of the first grade. It is well endowed, and has sent a few boys to the Universities. But except in rare cases the boys generally leave at about 16 years old. Classics are the main subject of study. I gave the highest form the prose on Paper XXI., allowing them an hour to do it in, and giving them the use of lexicons and other books of reference. The following was the production of the head boy, aged 17. I must ask the Commissioners to compare it with the English in Paper XXI. I give it *verbatim et literatim.*

Translations into Latin prose from Paper XXI.

Jam statim Haroldi morte cognitâ cives Londinienses Edgarum regem declarabant; et concione convocatâ optimates ad civitatis salutem consulendam convenere. At eâ tempestate Britannia optimis quibusque maxime carebat, quare concionibus Saxonianis neque vis neque determinatio inerat. Nulla firmæ rationis consilia ad invasorem repellendum suscepti, et quum Gulielmus ad muros Londinienses visus est cives terrore subito sunt percussi. Neque eo minus portis clausis cives oppugnationi obsistere parati: deinde Gulielmus se Wallingfordum referre prudentius constituit ut frumenta a Septentrione invecta interciperet.

To this paper I assign 35 (out of a maximum of 50) marks. It must be remembered that it is the production of the best boy in a favourable specimen of the first grade schools.

The following was the production of the second boy:—

Quum primum cives Londiniani de Haroldo mortuo certiores facti sunt Edgarem Athelingem regem nominaverunt, et ad rem publicam consulendam cœtus magnus nobilium vocatur. Angliæ tamen hoc tempore incredibile bonorum virorum desiderium fuit et concilia Saxoniensium nihil vigoris et firmitatis habuerunt. Nulla ad hostem invadentem repellendum firma consilia et quum Guillielmus ante mœnia Londinii apparuit, Anglicani necopinato terrore trepidaverunt. Cives tamen portas claudebant et oppugnari parabant, quum Guillielmus prudentissimum judicavit ad Wallingfordem redire ut necessaria ab noto impediret.

This paper I mark 30.

All the rest at this school were worse. These two cases are favourable specimens of what results I got from the best scholars of most of these schools; and will give some idea of the amount of cultivation to which classics bring such boys, when made their main study.

And from Paper XIV.

School B is a school of the second grade; carefully taught, fairly endowed, and decidedly a favourable specimen of its class. I gave the highest form the prose and the translation on Paper XIV., questions 4, 5, the maximum being 70. They were allowed

the use of dictionaries and books of reference. The result of their work was as follows :—

No.	Age.	Prose.	Translation.	Total.	
1	16	40	16	56	
2	16	15	15	30	
3	16	15	10	25	
4	15	15	8	23	Average $31\frac{5}{7}$. out of 70 marks.
5	14	20	12	32	
6	13	24	12	36	
7	14	15	5	20	

The following was the work of No. 1, the best scholar in the school :—

4. Quum Cæsar consilium intellexisset, exercitum in Cassevelauni fines ad flumen Tamesem conduxit. Hoc flumen tantum ad unum locum transvadari potest. Quum ibi venisset, magnas copias hostium alterâ ripâ acie instructas vidit. Ripa etiam vallis acutis a fronte fixis defensa est ; ejusmodique vallis sub aquâ fixis et a flumine tectis. Hoc a captivis transfugisque primo Cæsari nuntiatum est ; dum equites præmisit jussitque ut peditum ordines celeriter sequerentur.

The following is the work of No. 3 :—

4. Cæsare cognito consilio eorum exercitum in fines Casivelauni duxit ad flumen Thamesim. Hoc flumen uno loco tantum transiri potest vadis, et ibi quidem difficiliter. Cæsare ibi veniente magnas copias hostium subductas ad alteram ripam fluminis vidit. Præterea, ripa sudibus acutis adversum infixis defensa est ; sudesque similes sub aquas infixæ sunt flumineque adopertæ. Cæsare primo certiore facto, captis, perfidisque, tumque equites celeriter duxit, cohortes que peditum jussit celeriter eos sequi.

5. This race is from the chariots of war : firstly, they drive through all parts and throw darts, and generally frighten the orders of the cavalry by the very terror and noise of the wheels. And when they come between the squadrons of cavalry they descend from their chariots and fight on foot. In the meanwhile the charioteers draw off a little from the battle, and so collect the chariots, so that if they are pressed by the multitude of the enemy they may have a support in readiness for them.

The following is the work of No. 4 :—

4. Quum Cæsar quid consilii fuit intelligeret ; exercitum ad fines Cassibilantis ad flumen Thamesim duxit. Hoc flumen solum in uno loco transiri potest etiam ibi cum difficultate. Quum ibi advenisset ut in aliâ ripâ essent magnæ copiæ hostis instructæ, certior factus est. Etiam ripa postibus acutis positis in fronte defensa est et postes ejusdem speciei sub undâ et a flumine tectæ positæ sunt. Cæsar primum certior fecit per captos et fugites et tum compellit equitatum et imperavit pedestres celeriter sequi.

5. This is the kind of battle among the chariots. First they drive through all parts and hurl their weapons by the terror inspired by the horses and by the noise of the wheels terrify

the ranks, and when they have pushed themselves amongst the confused regiments of foot, they descend from the chariots and carry on the fight with the infantry. In the meanwhile the charioteers depart for a short time from the battle and collect the chariots, so that if they are pressed by a multitude of the enemy they may bring a reinforcement quickly to their comrades.

These examples, which are favourable specimens of the attainments in Latin of the best boys who leave these grammar schools at the age of 16 and 17, will give a better notion than anything I can say of what sort of mental culture is produced by the study of classics in these schools. I believe that in these schools the study of classics is generally begun too early, and badly conducted. If boys having been well grounded in English and French grammar, in the science of arithmetic, illustrated by the beginnings of algebra and geometry, up to 12 or 13 years old, were then entered into Latin, they might be taught on better principles than they are now, and would make such rapid strides as would astonish those who have been used to watch the painful progress of little boys. The advantages of such a plan would be very great. One main difficulty in providing a middle class *curriculum* arises out of the fact that the boys leave school at such very different ages. How is it possible to give in the same school an education which shall be suitable to the boy leaving school at 15 and to the boy who does not leave till he is 18 years old? I believe that the only solution, and a complete one, of the difficulty is to be found in the above system. Let the basis of the education in these schools be the science of arithmetic and mathematics; and let the grammars of English and French with logical analysis be taught; and let no boy, except by paying extra, or as a private matter, learn Latin till he is about 12½, or Greek till he is 15 years old. Then the boy who leaves school at 15 will be turned out with a sound English, arithmetical, and French training. If he developes ability, German may also be taught him; and he will in his last 2½ years have learned enough of Latin to be able to understand the force and meaning of Latin derivatives, prefixes and suffixes, and to decipher the meaning of a common Latin phrase occurring in a book or newspaper. If he stay on till 17, he will have had two years in Greek, besides being well grounded in modern subjects; will in 4½ years have made great progress in Latin; and I have no doubt (indeed, it has been proved in the City of London School, and by many private teachers) that owing to his previous good training, his progress in the classics may be so rapid, that if his family circumstances improve, or for any other reason it should be determined to send him up to college, he will have quite as much chance of getting an open scholarship and of distinguishing himself as the boy who began the classics early and toiled at them from his cradle. Thus the difficult problem would be settled. The middle education would adapt itself to the shifting requirements of the different grades of scholars, and we should get rid for ever of the Eton Latin

The proper place of Latin and Greek in the curriculum of a middle school.

Grammar under its hundred various guises, and of all similar unscientific ways of teaching the dead languages. We should hear no more of certain verbs *governing* a genitive or dative case; of moods being used *because* they follow after certain conjunctions; of prepositions being *understood;* of substantive verbs, passive *verbs of calling and the like,* requiring the same case after as before them; of adverbs being *joined to nouns;* and all the like trash of Latin grammars. The superior education would still be as much open as ever to able middle scholars, while the great mass would not, as now, be sacrificed in hecatombs for the benefit of a possible first-class man whom the school may turn out once in the course of half a century. Under the existing system, Latin is taught to boys too young, and, therefore, to some extent unavoidably, by rule of thumb; and obscured as it is by our barbarous English pronunciation, its connexion with the romance languages is ignored, it is in every respect a "dead tongue," and serves for middle scholars as little more than a parrot-like exercise of the memory. If Latin were begun later in these schools, and taught with a foreign accent and on logical principles, I am convinced that the result would be a much greater diffusion of learning among the middle class than can ever be accomplished by forcing it down their throats from infancy. Much improvement is also wanted in the editions of Latin authors used in many of these grammar schools. I have several times found a first class of some dozen boys, among whom there were four or five different editions of the author they were reading, and all four more or less objectionable. I do not speak so much of a faulty text and punctuation, though of course those are great evils, as of bad notes, notes which misguide and misinform and sow bad scholarship; and of notes, whether good or bad, printed at the margin and foot of the page, so that boys can refer to them by a glance of the eye when up at class. This last evil is a very great one, as it tends to prevent the discovery by the master of careless or unsuccessful preparation of the lesson, and so encourages idleness and inertness. It ought to be made a rule in all grammar schools, and indeed in every school, that boys bring up to class nothing but the plain text. They ought to have access to good notes in preparing the lesson, but then these notes should be in a separate book, or at any rate, printed at the end of the book, not marginally or at the foot of the page. Yet I am sorry to say this precaution is constantly neglected in these grammar schools, while in private schools it seems to be seldom used. The Delphin editions, those of Anthon, and many other abominations, long banished from the great public schools, still flourish in these grammar schools. This is the more inexcusable as both Oxford and Cambridge have now printed good texts at very cheap rates, and in many instances have published notes separately, or at the end of the volumes.*

Bad editions of classical authors.

Bad text.

Bad notes.

Marginal and foot-notes.

* Another great defect in the classical instruction in these grammar schools consists in the neglect of exercises, or "versions" as the Scotch call them. Boys should be

Much improvement is also wanted in the teaching of arithmetic in these schools. It should be more scientifically taught than it now is. In very few of the grammar schools are the boys made to understand the reasons of the processes which they learn, and the result is that if one gives them a sum not expressed precisely in the form to which they have been accustomed in their text-books they are unable to handle it. I hardly ever got Question 3 in Papers I. II. III. IV. answered correctly. Boys after looking at it for a moment almost invariably asked, "What rule is that?" and when I said it came under several rules, they either gave it up or worked it by haphazard without thought. So also with Question 2. I seldom had an instance of a boy giving a tolerable explanation of how it is that 8,210 comes to mean eight thousands two hundreds and ten units. And the answers to such questions as those in Paper I. 4, II. 4, and 6 in III. IV. showed generally a very imperfect power of manipulating fractions. For example, the following was the result of the working of Papers I. II. III. IV. (preliminary) by 69 boys in a large endowed school of the average age of $14\frac{4}{5}$ years. They tried in $1\frac{1}{2}$ hour on an average $5\frac{1}{2}\frac{1}{3}$ out of the 8 sums; and the average number worked right was only $1\frac{2}{6}\frac{8}{9}$ to each boy. Their style of working was bad. For example, it was not uncommon to find boys in working Paper I. 3, reducing 2*l.* 4*s.* $7\frac{1}{2}$*d.* to farthings, multiplying by 2,560, and then reducing back to pounds. The highest numbers got right were, 6 by 2 boys, 5 by 1, $3\frac{1}{2}$ by 1, 3 by 3; all the rest had lower numbers. Question 3 was attempted by 54 out of 69, after some words of explanation. Only 12 got it right. The question "*Make out a bill*" was attempted by 62 out of the 69 boys. Only 15 got it right. I cannot but think, after looking over and analysing the work of many schools, that great improvement is wanted in the teaching both of the science and practice of arithmetic in our endowed middle schools: and I think there are few subjects in regard to which the lectures of a professor of the art of Instruction would be of more public benefit. Many masters who are good arithmeticians and mathematicians seem to have no notion of the best way of teaching the processes in which they are themselves so expert. I think also that algebra ought to be begun earlier in connexion with arithmetic than it generally is. It would be of great use in illustrating the earliest processes of arithmetic, and it is in these very processes that the want of sound scientific teaching is most felt. It is in the teaching of division and multiplication and in the first lessons on fractions that the opportunity is generally lost of giving the pupil a scientific groundwork.*

Teaching of arithmetic.

Principles are not sufficiently explained.

Result of this defect.

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trained from the very first to work exercises and not merely to learn the rules of grammar. These rules are often most accurately learnt, and yet if the scholars are asked to apply them in the simplest pieces of composition, such as those in Papers XVI., XVII., they make the most extraordinary false concords, and show a singular forgetfulness of the most elementary laws of grammar (*see* Appendix V.)

* The same remark may be made of the teaching of geometry and algebra. It is quite remarkable how seldom the boys in these schools, if called up to a black-board and asked to demonstrate any of the theorems which they profess, are able to do so. And if the examiner inverts the figure, changes the letters, or asks the pupil to

Teaching of modern languages.

Another subject in the teaching of which much improvement is wanted is modern languages. French, for example, is often very badly taught in these grammar schools, especially in those of the second grade. The main defects in the teaching of it seem to be:

(1.) This study is begun too late.

(1.) The study is, as at Christ's Hospital, begun too late. Early childhood is the time which nature seems to assign to the learning of a living language. The grammar, containing more inflections than that of English, and yet not so many as Latin and Greek, is one from which the first additions to rudimentary notions of tense, mood, and concord may well be gained; and the early stages of analysis may be expanded and amplified—(*e.g.* the case of the indirect object, Latin dative, has in the French pronoun a different inflection from that of the direct object, not as in English, the same)—so as to lead up gradually to the more complete analysis which is to be applied when the Latin language is commenced. All this is lost if the language is not begun till a boy is 12 or 13 years old. He is by that time thoroughly indoctrinated with the false notions derived from unscientific grammar. Besides he has been used to think that Latin is the boy's business, French the girl's; and consequently he despises the study of French.

(2.) Often taught by very inferior teachers.

(2.) This prejudice it enhanced by the fact that in many of these schools French is taught by very inferior teachers. Where, as at Christ's Hospital, the teacher is a scholar and a gentleman, he makes his pupils respect him, and with ordinary fair play would no doubt make them learn as well from him as they do from the classical or mathematical masters. But as a general rule this is not so. The teacher is a person who in France would not for a moment be permitted to undertake public instruction. Even supposing him to be a scholar and a gentleman, unless he knows English well he is unfit to teach in a grammar school. There are three requisites at least for a good teacher of French, which are not so often found as they should be even in London grammar schools, and still less frequently in country grammar schools. (*a.*) He should be a gentleman. Boys are very sensitive on this point. (*b.*) He should be a scholar. He should be able to stand off, so to say, from his French, to view it exoterically by the light of other languages, and so to teach it scientifically. (*c.*) He should know English *well*, not only so as to speak it with tolerable correctness, and not to make ludicrous blunders before the boys, not only so as to be able to translate and make his pupils translate correctly from the French authors into English, but also so as to know the genius, the structure, and idiomatic peculiarities of the language, to be able to feel where English boys find their difficulties in learning French, and to see what manner of putting his explanations will best clear away these difficulties from an English mind. This last is of course

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go through any of those parts of a proposition which are usually condensed in such words as "in the same manner it may be shown that, &c." he seldom meets with a response.

the most rare qualification to find. Hence the best way of solving this puzzle is to appoint as the master of modern languages in a grammar school an Englishman who has had a superior education, but who has also resided abroad, and to supplement his labours with those of a visiting French master. Then the Englishman undertakes the grounding of all the pupils, and the translations from French into English of even the highest scholars, while the Frenchman holds conversational classes, and corrects original compositions in French and high-class exercises.

(3.) French is generally marked and rated lower in the schools than classics. I have already noticed an exception to this rule in speaking of the Whitechapel Foundation Commercial School, so that I need only say here that so long as this practice continues of deliberately degrading the modern languages, as if they were of inferior worth and dignity to Latin and Greek, boys will not give their minds to them.

(3.) Marked and rated at a lower value than classics.

(4.) The text-books used are exceedingly bad. I believe I am correct in saying that we have at present no good French grammar as adapted to English children. That of Noël and Chapsal is totally unsuited to the instruction of English boys and girls, just as an English grammar written for Englishmen would be unsuitable to the instruction of French boys and girls. Yet this grammar is very much more frequently used even now than the Commissioners might imagine. It is very common in girls' schools, and in some grammar schools it is still found. We have of course several grammars much more suitable than this. Delille's, Contanseau's, Schneider's, and others with which I am not personally acquainted, are no doubt a great improvement on Noël and Chapsal. But these are still more or less defective in scientific treatment of the language, and in treatment of it from an English point of view. The best French primer for the early instruction of English boys with which I am acquainted is that drawn up by the master of the modern school at Marlborough. It is, however, as followed naturally from the regulations of the school, which do not permit a boy to enter the modern department until he has made some acquaintance with Latin, based upon the principles of Latin Syntax and construction rather than upon those of logical analysis. It is therefore not *exactly* the thing we want for middle scholars, though the appendix to it is most interesting and valuable as giving a specimen of the kind of scholarship and research that should be brought to bear upon the teaching of a modern language, and the exercise of which has been hitherto so unfortunately confined to the sphere of Latin and Greek. Not only are our French grammars very deficient, but as a natural consequence our editions of French authors for English students are very bad. Besides the fault, noticed in Latin and Greek text-books, of having the notes at the foot of the page under the pupil's eye, an almost universal defect in annotated French text-books, whether elementary like Delille's Recueil Choisi, or more advanced, these books are not annotated in such a way as to assist the English pupil to master

(4.) Taught from very unsatisfactory text-books. Want of a good French grammar for English children.

And of good editions of French authors for English schools.

the construction and composition of the language. A rare word occurs. The note gives simply a French synonym, or the English equivalent for it, without any comment. A syntactical difficulty presents itself. It is either ignored altogether as being too well known to French scholars to require comment, or the barest enunciation of Rule so and so is given without any attempt at analysis or comparison with English or Latin idioms. In short there is no scholarship in these notes, or, at any rate, not the scholarship required for English boys. They seem to be written by Frenchmen who have not understood or have not kept in view the difficulties of the language as they present themselves to English beginners. Suppose we could have an edition of Cæsar or Virgil with the notes of Atticus or Varius upon the text. Would they be of much use to English beginners? Are the scholia upon Greek texts of much use in grammar schools? I will give the Commissioners one or two specimens of the kind of notes which I mean. Perhaps there are no books more commonly used in schools than the fables of La Fontaine, and Voltaire's Charles XII. One of the editions of the Fables most commonly used is a school edition printed at Tours, "Edition revue et corrigée, enrichie de notes nouvelles par M.D.S." Let the Commissioners look at any part of this work, say the 8th book of the Fables, one upon which I open by chance. The notes consist of vapid literary comments (which remind one painfully of the stuff in some of our own editions of Shakspeare), such as, "Quelle vérité dans ce dialogue! Quelle force dans les raisonnements qu'il renferme!" Page 184.

Instances of the sort of notes found in editions of French authors for English schools. Fables of La Fontaine.

Or, "Dialogue plein de naturel et de vérité, de naïveté et de malice!" Page 185.

Or, "Observez qu'elle ne se contente pas de raconter le fait, elle l'exagère." Page 190.

Or, "Vers charmants, qui respirent la sensibilité la plus vive et la plus vraie." Page 197.

Or, "Voilà une moralité saisissante!" Page 200.

The only grammatical or critical comments throughout the whole book, which contains 26 fables, are the following:

"*Jeunes*—ce mot est pris ici substantivement." Page 184.

"*Le dormir*—infinitif pris substantivement à la manière des Grecs. Nous avons vu dans la fable précédente *du marcher.*" Page 185.

"*Il en est de tous arts*—cette fin de vers manque de clart." Page 186.

Viennent—il faudrait *lui viennent* ou *il lui vient*," a note which is obviously appended to the wrong word. It applies to the words "lui vient" in the next line, so that it is not only useless, but deceptive.

"*Des livres rongeants.*—Quand le participe a un complément direct, il est invariable." Page 194.

"*Parmi*,—preposition, employée ici adverbialement." P. 195.

"*Apotheose*,—mot grec qui signifie *au rang des dieux*." P. 199.

"*Point de réponse: mot.*—Ellipse pour *pas un mot* selon les uns; selon d'autres, *mot* est ici pour *motus* interjection familière qui commande le silence. Nous n'osons prononcer, mais nous inclinons pour le dernier sens." Page 204.

"*Un seul*,—au voyageur seul, isolé. Ellipse un peu forte." Page 212.

If we add to these a few most meagre comments on historical and geographical allusions, [as

"*Apennins*,—chaîne de montagnes en Italie; elle court du N. au S." Page 193.

"*Comme dit Salomon.*—Salomon a écrit les *Proverbes*, livre plein d'excellentes maximes de religion et de morale." Page 199.] we have the whole substance of these valuable notes, which, moreover, are all printed at the bottom of the page, so that the pupil can see them at a glance. The editions of Voltaire's Charles XII. are very numerous. In one which I found in several grammar schools the notes are very like those of M. D. S. upon La Fontaine, only they have the further disadvantage of being written in English. They, also, are placed at the foot of the pages, and consist either of direct translations into English of the phrases which are difficult, and of many which are not at all so, or of vapid literary comments such as the following, "Ce que c'est que la société,—what social life "really is. This *ce que c'est que*, literally 'that which it is "that,' has a peculiar energy in French." Would any student of the classics put up with such a critical note as that? Sometimes the editor writes, "Instead of this we might say so and so, but the expression would be weakened." There is no attempt to grapple with the real syntactical or idiomatic difficulties in a true spirit of philology. I looked through about 100 pages of these notes, and did not see one upon the use of the subjunctive, or of the negative, or of the past participle, or other elementary grammatical difficulties. I did not see one note in which any attempt was made to illustrate French usages or constructions by the light of parallel or analogous expressions in Latin, German, or English authors; not one in which the origin and derivation of words and phrases was discussed, or they were traced through their various changes of signification; in short, not one in which any use or application was made of the stores of knowledge which modern studies in comparative grammar and philology have accumulated. These are fair specimens of the kind of notes English boys have to guide them in their first reading of French. With such methods, such teachers, and such books as these, it is not surprising that the results of instruction in French are generally very unsatisfactory. I hardly ever found a first class able to do the translation from English into French upon Paper IX., or even that upon Paper XIX., while the translations from French into English showed even with the head boys the greatest inaccuracy and want of critical study.

Voltaire's Charles XII.

Among boys in the middle ot a first class such renderings as the following were not uncommon. The passage was from "Charles XII.," a portion which his class had just read, and he was the third boy in his class. "Il laissa a son fils âgé de quinze ans un "trône affermi et respecté au dehors ; des sujets pauvres, mais "belliqueux et soumis ; avec des finances en bon ordre ménagées "par des ministres habiles."—"He had a son aged four years who "affermed the throne and respected the poor subjects ; but the "great he disliked because of their finery, and managed to abide "with the ministers." Thorough reform is wanted in the teaching of modern languages in our grammar schools.

Teaching of drawing.

Drawing is also most unsatisfactorily taught in these schools. With the exception of Christ's Hospital, I can hardly mention a single grammar school in which this subject is properly taught. One reason of this is that many of those who teach it do not understand how to teach. It is often supposed that because a man is a tolerable painter he is fit to give instruction in drawing to classes of children. This is a mistake. A man requires training in the art of teaching drawing as much as in that of teaching arithmetic or grammar. It is in the grounding of their pupils that these teachers generally fail. They have not the patience for this work, and they do not recognize the fact that they should labour to train the hands and eyes of the many rather than to push forward one or two clever pupils. As a general rule they do not work upon good principles ; they do not require their pupils to go through a strict course. Many of these teachers admit that if a boy is to be made a good draughtsman he must be put through a regular course, commencing with freehand outlines from the flat, passing on to the outlines of objects with perspective, and thence to the complete shading of objects. Yet, when one goes into nine grammar schools out of ten where drawing is taught one sees that after the boys have been tried a little in outlines from the flat they are passed on to copying shaded figures or landscapes still from the flat, and thence perhaps proceed to colouring without ever having studied from the round at all. Thus they miss the true object of drawing, which is to give the eye an insight into Nature and train the hand to convey to a flat surface the forms and objects which she presents. They miss the education of the eye and hand, and their work is really of little value. All the teachers with whom I spoke admitted the truth of these views ; but they said that public opinion is not sufficiently enlightened on this point ; that parents wish to see some pretty results of their children's drawing which may be exhibited on the school prize day and afterwards framed and hung up at home ; that the children dislike the strict course, and that, as they have the ear of their parents, the master's salary depends on pleasing them. I have no doubt that much of this is true. The mercantile classes have not much knowledge or appreciation of the principles of art. In some schools the head master has even shown me with great satisfaction a quantity of "pictures" on graduated tinted paper which he evidently thought were proofs of much advance

in art. There are great difficulties, too, in the way of the study of drawing at schools. A good drawing class-room ought to be lighted and furnished in a peculiar manner; and few school buildings have a room to spare or one built suitably to the purpose. It ought also to be supplied with an abundance of really good plaster and wooden models, carefully graduated according to the different stages of pupils' proficiency; and these are expensive. Where there is such a room the trustees of a school may meet this last difficulty to some degree by obtaining from the Science and Art Department at South Kensington a supply of plaster models at reduced prices. But I am convinced that, as far as London is concerned, far the best method of solving all these difficulties is to take the scholars to the nearest School of Art, to form a class there for study under the superintendence of the regularly trained teacher, and to submit the boys, as is done at Christ's Hospital, to the examination of the Art Inspector. In London there ought to be no difficulty about this.

Endowed schools of the third grade.

Of the endowed schools of the third grade I am sorry that my report must be more unfavourable. Excluding for the present the hospital schools from the list, it will be seen that there are 14 of these schools for boys in the district, viz.:

S. Martin's-in-the-Fields.	S. Mary's, Stratford.
Cass' School, Aldgate.	Chigwell Lower School.
Hill's School, Westminster.	Tottenham Grammar School.
Palmer's School, Westminster.	Neale's Mathematical School.
Enfield Grammar School.	Deptford Grammar School.
Edmonton Grammar School.	S. Olave's Grammar School, Southwark.
Walthamstow Grammar School.	Lewisham Lower School.

Partial and unsystematic distribution of these schools throughout the district.

A reference to the plan of the district at page 240 will show that they are very unequally distributed through it, nine being in sub-district A, three in sub-district B, none in sub-district C, and two in sub-district D. Even in sub-district A, where, as is natural and proper, the greater number of these schools are found, there are large spaces, great blanks, in which no such secondary school of the third grade is to be found, and where such schools are greatly wanted. Such for example is all the region lying between the Great Eastern and Great Northern Railways, known as Victoria Park, Hackney, Hoxton, Dalston, De Beauvoir Town, Kingsland, Highbury, and Islington. All this district is entirely without any endowed school of the third grade, and has only, so far as I know, one of the second, viz., Lady Owen's, or Islington Grammar School. The education of the lower middle classes of this region is to a very slight degree in satisfactory hands. There are one or two praiseworthy institutions, such as the Home and Colonial Normal College, near King's Cross, and the Congregational Normal College at Hackney, which have taken up the question of the education of this third grade of middle scholars, have started schools for them in which they practise their own students as teachers, and have in so doing conferred a great benefit on the immediate localities in which they stand. But for the most part these people are in the hands of private adventurers, irresponsible, ephemeral, often grossly unqualified school-keepers, of whom more

Localities where such schools are much wanted.

will be said hereafter. A similar though not so great a want is felt in the region of the London and India Docks, Stepney, Limehouse, and Bromley. The Coopers' School, S. Dunstan's, Stepney, is the only public school for boys of the second or third grade in this region; and that is full to overflowing. At the time of my visit I was informed that there *were about* 300 *boys waiting for admission to it.* This one fact will afford some notion of what a great want there is among this section of society in London of a good guaranteed public school education at from 2*l.* to 4*l.* per annum, for their sons. If the want is so great in sub-district A, where most of these schools are to be found, the Commissioners will be able to judge what it must be in the other sub-districts where only five are to be found in all. I have reason to think that the education of the lower middle class is one of the greatest educational wants of London. I have endeavoured to show that, owing to the introduction of the railway system the exact locality of a school, provided that the admission to that school be thrown open at fair rates to others than the original beneficiaries, is not a question of the first importance to middle scholars of the two higher grades. It is no doubt, even in the case of these schools, important that they should be distributed as evenly as possible over the district. For though it is now possible to come some way to school by rail, it is undesirable that the difficulty and expense of so doing should be so much greater in one part of the district than in another. But, in the case of scholars of the third grade, precise locality of schools is not a question of more or less desirableness; it is a vital question. The great majority of these parents do not travel by rail daily. They are stationary, living on the spot where they work or where their business is; and even if they do travel they cannot afford to take the boys with them. With most of them the railway fare would just make the difference of their being able to afford schooling. Besides, their habits are not those of the wealthier middle class. They dine in the middle of the day, not at 4, 5, or 6 o'clock; and they require the childrens' attendance at the principal family meal. It is essential for them, therefore, that they should have schools within walking distance; and if there are not public schools of this kind within the distance they will immediately patronize a private adventurer. Thus the question of the exact locality of these schools is one of paramount importance. The London endowed schools of this grade entirely fail at present to meet the wants of this class in the district. There is a great numerical deficiency of them; and almost all of those that exist at present are badly distributed in locality, inadequate in buildings and accommodation, and, worst of all, very unsatisfactorily taught and conducted. They can scarcely any of them be reported as useful institutions at the present day. Almost all of them require a stringent reform. I propose here to point out generally some of the chief respects in which they are defective.

The education of the lower middle class is one of the greatest educational deficiencies in London.

Necessity to this class of having their schools near at hand.

Existing endowed schools of the third grade do not meet their requirements.

Points in which they are defective.

(i.) In the first place their buildings, premises, furniture, and apparatus are generally very unsatisfactory. The following is a

(i.) Buildings, premises,

description by a professional surveyor of the premises of one of these schools, which since 1818 has been the subject of much litigation in Chancery, and the trustees of which, though authorized by the Charity Commissioners, have failed in their efforts to remove the master; and the revenue of which, as I am informed, has been reduced in the course of such contention by more than 3,200*l.* After utterly condemning the condition, externally and internally, of the buildings and premises, the state of which is such that one wonders that they stand through a stormy season, the surveyor says particularly of the schoolroom,— furniture and apparatus.

" The ceiling and walls want whitening; the lower portion of the " walls want repairing and colouring; the old stove, which is no " good, ought to be removed, and the opening bricked up. The " floor is very much worn in places and broken; so that it will " become necessary to take up the present floor and put an " entirely new one. The ventilation is very bad; and to im- " prove it, it will be necessary to have more of the windows and " lights made to open. The desks and forms are old and worn " out, and cannot be repaired; therefore new ones will be neces- " sary. The masters' desks are very much broken and worn. " Two doors want replacing with new ones, as the present are " past repair, &c., &c." This description might be applied, *mutatis mutandis*, to several more of these schools; and there is not one of them whose buildings could be compared with those of the numerous new National, British, or Wesleyan schools for the labouring poor, with which the town and country abound. Indeed it often struck me, when I had occasion to visit places where the Grammar and National schools stood near together, that if I wanted to give the Commissioners a clear view of one main cause why the Grammar school was unpopular while the National school was full, I could not do better than send them a photograph of the two buildings as they stand side by side. The one bright and cheerful with its principal schoolroom well-warmed, lighted and ventilated, its class-rooms with their galleries, its lobbies, playground, and offices, all arranged according to the best modern system. The other a decayed structure, looking like a compound of an old-fashioned dwelling-house and a hen-roost or barn, as unprepossessing in its exterior as the other is cheerful and inviting. And then the interior! To anyone who has been used to good primary schools under Government inspection, the interiors of these smaller grammar schools are most repulsive. The desks are not generally placed in the order and according to the arrangement which experience has shown to be the most commodious for the pupils' work and the master's control of the school. They are generally deficient in quantity, and almost always clumsy in shape; rising up before the breasts and faces of little boys who are learning to write at an angle of 40, like an ice-slope before an inexperienced mountaineer; frequently tottering on uneven or dislocated legs; and almost always unsupplied with tolerable inkwells. Then the walls of the dingy building are not hung with the maps, charts,

A professional surveyor's opinion of the premises of one of these schools.

Inferiority of these premises to those of elementary schools.

Want of good desks.

Maps and plans.

physical and mechanical plans, time-table, and all the other embellishments of a good primary school, but are generally as bare as they are dirty. Indeed it is seldom that a time-table is seen at all in one of these schools; the master being untrained, having had no professional study of routine, and having his heart in anything rather than the work of grinding the elements into a rising generation of shop-keepers, market-gardeners, and publicans. And I have been amused at the production so frequently of time-tables in reply to the Commissioners' demands for them from several schools, which hitherto were perfectly innocent of the existence and use of such machinery, and must have experienced some difficulty in manufacturing them. So again there is almost always a deficiency of black-boards and easels; or if a board appears in a dust-covered corner, there is no chalk to use with it. In short, in furniture and apparatus, as well as in the shape and construction of the buildings, almost every one of these schools is far below the condition of a National school. Yet what must be the feelings of one of these parents, the lowest perhaps in the scale of the employers of labour, and therefore all the more tenacious of his position as a member of the great middle class, when he sees the labourer's child, who comes in to help in the cleaning on Saturday, taught all the other days of the week in so much better a building, with so much better appliances, on so much better a system, and it may be added, with so much more wholesome and substantial results than those which he is able to provide for his own boys and girls.

Time-tables.

Black-boards and easels.

(ii.) Instruction.

(ii.) As regards the instruction given in them none of these schools are any longer really classical schools. The cause is either the smallness of their endowment and badness of their buildings, as at Walthamstow, Enfield, Tottenham and Deptford, or their being swamped by a low class of children who stay a very little time in the school, as at S. Olave's, Southwark, or sheer neglect and mismanagement, as at Edmonton. A few still make desperate attempts to keep up the classical instruction; maintaining a staff of university men and endeavouring to preserve a show of Latin and Greek with pupils whose average stay in the school is only two or three years. But the majority have long ceased even to make the attempt. In one of these schools, where by the terms of one of its endowments the Latin tongue must be taught, I found the process of teaching it to be as follows. Part of one hour per week the first class reads part of the beginning of the Eton Latin Grammar out aloud. They do not know the English of any of the Latin words, and they neither receive any explanation of the text nor commit it to memory; they simply read it aloud in order to satisfy the "Founder's intention." They cannot read the Delectus, nothing but just this portion of the grammar; and the manner in which they go through this performance may be judged from the fact that they pronounce the pronoun *is* as if it were the third person singular of the present tense, indicative, of

Classics almost entirely abandoned.

Method of teaching Latin at one of these grammar schools.

the English verb *to be*. A more extraordinary farce I never saw. But most of them, like S. Mary's, Stratford, either with or without legal sanction, have abandoned all pretence of teaching Latin; and only one of them still claims to teach Greek. At S. Mary's, Stratford, indeed, though the founder expressly requires grammar and the Latin tongue to be taught, and although the school is still administered under the terms of the founder's will, and has had no legal alteration made in its statutes or ordinances, no instruction in Latin has been given since about the year 1711. Let me not, however, be understood as complaining of this abolition of classical teaching in these schools. With such funds, such buildings, and such a class of scholars, as those of Enfield, Walthamstow, and S. Mary's, Stratford, it would be useless to attempt classical instruction. And I suppose most people will be agreed that it is better to avow that one cannot fulfil the founder's will in these particulars, than to keep up the ridiculous and hypocritical farce described above, or than to do as in another of these schools where the governors have been obliged to pay a poor orphan to stay on at the school and learn Greek, in order that they may have somebody for the university masters to instruct in Homer. I do not blame these schools for not continuing classical instruction, or for substituting elementary English teaching in its place. But I blame them for not making that English instruction even passably good. They have reduced their curriculum to that of a National school; and yet the education they give is both more expensive and worse than that of a National school. The average limit of the total annual cost of a first-rate primary education in an inspected school in this country is about 30*s.* or at the most 2*l.* Let us now compare the cost at one or two of these lower endowed schools. I may here remark that in speaking of the cost of education in these endowed schools throughout this Report I have regarded that cost under two principal heads, viz., (1) The endowment, which I shall call the "*public cost.*" (2) The fees, expenses for books, &c., which fall upon the parents, and which I shall call the "*private cost.*" I will take three schools as specimens where the education is purely elementary or primary. Bearing in mind then that the cost of such an education is at an inspected National school about 30*s.* per head per annum,—of which about one third is borne by the parents themselves as private cost, while the remaining two-thirds are paid by the public, either as endowment, voluntary contributions, or through the Committee of Council on Education,—let us see what is the cost of an education at least not higher in character at these endowed schools.

These schools have abandoned classical instruction without substituting any other good instruction in its place.

Cost of education in these schools compared with that of education in elementary schools.

Enfield Grammar School. The total expenditure in this school for the year 1864 was 742*l.* 17*s.* 1*d.* Deducting the sum of 512*l.* 10*s.* from the above amount as being extraordinary disbursements, we have the total ordinary annual cost of 230*l.* 7*s.* 1*d.* At the date of my visit there were 75 boys on the books of the school. None of them paid any fees or contributed in any way

Three examples taken. Enfield Grammar school.

towards the cost of the school. Primary education only is given in this school, and its cost is as follows per scholar :—

Public (endowment) -	£3	1	$5\frac{2}{15}$
Private (fees, &c.) -	0	0	0
Total	£3	1	$5\frac{2}{15}$

per head, all from a public source, and *more than double* the cost of a similar curriculum at a National school. I may add that at this school no prizes or other encouragements to work are ever given, and that the school is never examined. The master takes private pupils whom he instructs in his own house, and not in the school with the other scholars.

Walthamstow Grammar School.

Walthamstow Grammar School.—The endowment is 41*l.* 3*s.* 4*d.* per annum, of which 11*l.* 3*s.* 4*d.* is retained by the curate of the parish as nominal master, who hands over 30*l.* per annum to a deputy to act for him as real master. There were 17 boys on the books of the school. Latin and Greek might be learned, but none availed themselves of the opportunity; so that, with the exception of a few boys learning French and drawing, each subject being charged four guineas extra, the instruction was primary. Moreover, the average age of the highest class was only $11\frac{3}{4}$ years, and they had been in the school only an average of six months. So that the instruction could not be much more than elementary. Yet its cost per head was—

Public (endowment - - -				£2	8	$5\frac{3}{17}$
Private { Fees -	£4	4	0	5	14	0
Private { Books, &c.	1	10	0			
Total - - - - -				£8	2	$5\frac{3}{17}$

or more than four times the cost of a similar curriculum at a National school. Is it not astonishing that even so many as 17 victims should be found at this school?

Edmonton Grammar School.

Edmonton Grammar School.—The total expenditure for the year 1864 was 702*l.* 19*s.* $6\frac{1}{2}$*d.*, from which must be deducted 229*l.* 7*s.* as the expense of clothing 60 boys on the foundation. The instruction is quite primary, and its cost per head is

Public (Endowment) -	£5	6	$5\frac{1\,3\,8}{17\,3\,8}$
Private (Fees, &c.) -	0	0	0
Total - - -	£5	6	$5\frac{1\,3\,8}{17\,3\,8}$

per head. All from a public source, and *nearly three times the cost* of a similar education in a National school.

I might multiply these instances threefold even in this London district, but I think I have said enough to show the Commissioners that the middle class pays pretty dearly for its reverence for the past, or its timidity for the future, or its dislike of Government guidance and initiative, or whatever else it is that paralyses it, and prevents it from rearranging on a broad and economical basis the whole of its smaller grammar schools.

Character of the education

And what is the education which is given at such a cost in these schools? It is not too much to call it primary education

bewitched. I think I cannot give a better idea of what this education is than by describing my visit to one of these schools. Having given the usual notice of my coming I arrived at the school at about 10 o'clock in the morning, and found the boys not yet all assembled. In the course of about 20 minutes, however, all that appeared that morning had come in, that is to say rather more than two-thirds of those whose names were on the register.

given at this cost.

A visit to one of these schools described.

Having spoken to a few of the boys, and made the master's acquaintance, I requested him to conduct the school as usual, and sat down at one side of the room. The master had to conduct the school quite single-handed, having no assistance. After watching for about half an hour, there being no time-table in the room, and being quite unable to make out what the classification of the school was, I entered into conversation with the master. In reply to my questions he said there were "about five classes, more or less;" but that in fact there was no regular classification, as he found it necessary to shift boys every day for arithmetic or for reading or for some separate subject. He had not much opinion of classification, but preferred individual teaching as much as possible. He had no system, and no method; he just took them as they came. The teaching then proceeded. The order was very bad. The floor as well as the desks being occupied by boys, those quarters of the room towards which from time to time the master's back happened to be turned were the scenes of regular rows. Boys were kicking, clawing, spitting, crawling, prompting, copying, and occasionally yelling. Having seen enough of this, I asked the master whether the governors would permit me to examine some of the boys. He said he had sent up to them to know their wishes on the subject, but had received the answer, "No instructions." I then said I supposed I might consider this as a permission; and requested him to let me take the school into my hands. He seemed to be very unwilling to do so, remarking that he was not used to be visited in this way, and that "he and his boys could precious soon turn anyone out if they chose." I quite admitted the truth of this sentiment, and then proceeded to examine. The master being unable to tell me of any definite classification of the boys, I was obliged to classify them by inquiring the attainments of each individual scholar. In about 20 minutes I had them classified for reading and writing. The reading was passable only among the first 16 boys, who were over 12 years old. As one went down lower in the school, and came among the boys eight, nine, and 10 years old, it became exceedingly bad. Indeed I was convinced that the younger boys got no teaching in it at all. The writing in copybooks of those first 16 boys was exceedingly bad. I really think it had almost every possible fault. It was irregular, small, carelessly done, and (a most extraordinary thing) *angular* in shape. I do not know that I ever before saw boys writing this kind of hand. With girls the practice is as common as it is mischievous; but I never before saw boys writing what is called "The ladies' angular hand."

The copybooks were dog's-eared, very dirty, and blotted, and did not show any signs of correction. The transcribing of the younger boys upon slates was also very bad. I gave the following words for dictation, taken, with some slight modifications, out of one of the reading books used in the school, to the first 40 boys in the school, who professed to be able to do dictation :— "A little boy went out one morning to walk to a village about five miles from the place where he lived, and carried with him in a basket the food that was to last him the whole day. As he was walking along, a poor little half-starved dog came up to him, wagging his tail, and seeming to beg him to take pity on him." I gave them ten minutes to write this passage, and told them where to put the stops; but even then only one boy could do it correctly. The first 16 boys had an average of $3\frac{3}{8}$ mistakes each in spelling. The remaining 24 had an average of $11\frac{1}{4}$ mistakes each. The handwriting of many was scarcely legible. Only one of these boys would have passed the inspector's examination in writing and dictation at a National school. At 12 o'clock we dismissed, appointing 2 o'clock for our reassembly. The master, who lived some way from the school, was 15 minutes late. Some boys were an hour late; and these were placed in a corner for the remainder of the day, where they had capital fun together. On reassembling I proceeded to classify the scholars for arithmetic. No boy in the school was up to the Fifth Standard Revised Code ; the first eight boys were tried in the Fourth Standard, having three sums each, with unlimited time to do them in. They managed to get an average of $1\frac{1}{4}$ each right. None of them would have passed an inspector's examination at a National school. The next four boys, whose average age was 12 years, tried three sums in the Third Standard, the result being that they got an average of $\frac{3}{4}$ of a sum each right. The next 23 boys tried three sums in Standard II. with unlimited time allowed. They got an average of $1\frac{1}{3}$ each right, their average age being 10 years. No First Standard could be formed, none of the rest of the boys in the school knowing any arithmetic at all. The first eight boys tried to parse the words "John is a tall boy, but he is very thin, and has no strength," but failed altogether. Of course there was no attempt at analysis. I then examined orally the first 40 boys in the school in modern geography. The first 12 knew a very little of England, and about the same amount of France, but nothing more. The rest knew nothing whatever of the subject. English history was not learned in the school. As the master remarked, "they read an English history book, as a reading lesson ; but as they are never questioned on it they will not be able to answer." I did not make the attempt, but closed the examination. This, though *one* of the worst endowed schools of the third grade which I visited in this district was not a solitary case. There were at least three others which seemed to me almost as bad, and one which I thought worse ; while at a fifth, Hampton Grammar School, I found a graduate of Cambridge as

schoolmaster so infirm that he was scarcely able to walk, and no scholars at all in the school. Neither had there been any in attendance during the current quarter.

The question naturally occurs, why are all these schools so bad? Why are the means of teaching and the results all alike so inferior? I believe the causes to be mainly three.

Why these schools are so bad.

(i.) The teachers are neither specially trained to the work, nor have they had a superior education. In the case of the middle schools of the first grade in this district, the head-masters are without any exception graduates of Oxford or Cambridge. The same is the case with six of the 12 schools in the second grade, while the masters of three others are graduates of London or Edinburgh. Nine out of the 12 have therefore had a superior education. Now, although it is quite possible to have had a superior education, or even to be a very able scholar, and yet to be a very bad schoolmaster, there can be no doubt that the better educated man, the man who has given four or five additional years to study, especially if in so doing he has been obliged to reside among scholars and gentlemen, gets a knowledge of the world, and a breadth of view which are very useful to him in dealing with boys. On the other hand the National or British schoolmaster who has resided two years at S. Mark's or the Borough Road, has received a special technical training which qualifies him to perform excellently the special work for which he is designed. Such a man is generally the reverse of the University graduate; and it is not often that the two work well together. The graduate considers him a narrow illiterate official. He considers the graduate unsystematic, unprofessional, a worker by the rule of thumb; yet both have their merits. One has breadth, the other method. But these masters of the endowed schools of the third grade have neither; they fall between two stools. They have neither special training nor superior education. A few of them have a slight knowledge of Latin and Greek; and some are said to be good mathematicians; but these are subjects which the bulk of their pupils does not require to learn. On the other hand none of them have any knowledge of the best methods of teaching English and arithmetic. How best to arrange and economize time;* to make the best use of school materials; to classify and sub-divide their scholars; to keep a large class attentive and interested; the best methods of teaching reading to classes and to individual scholars; the best ways of teaching spelling both orally and by dictation; the best methods of explaining the elementary processes of arithmetic so as to vary them, to put them in different lights, to try all possible means of making every pupil understand them, and above all to show clearly the principles, the general laws upon which they are based; all these things, and many more which are essentials in a

(i.) Inefficient teacher. They have had neither a superior education nor a technical training.

* At one country grammar school which I visited the master compared himself to "the celebrated dog Billy in the rat-pit" (a notion taken perhaps from a picture in the bar of some local tavern.) He must get through his business with each boy as quickly as he can and not attempt to classify his victims.

good system of rudimentary instruction, are unknown to them. The Commissioners will be able to form for themselves some notion of their backwardness in this respect if they will look at some of the lists of text-books used in these schools, returned in answer to Table B. Such books as Barnard Smith's larger and smaller arithmetics; Cornwell and Fitch's Science of Arithmetic; Todhunter's Manuals; Morell's or Mason's English Grammar; Hughes' Geography of British History, hardly ever appear in these lists. In their places we have the antiquated Manuals of Lennie and Walkinghame, or some very inferior new productions, which are almost worse. The masters of these schools live out of the scholastic world. They have neither the means nor the desire of knowing of the publication of new and good manuals; and there are no managers and no inspectors to tell them of such things, to call their attention to defects, or to give them advice and assistance. This leads me to the second reason why these schools are so bad.

(ii.) Inefficient managers.

(ii.) The trustees or governors of these schools are not an efficient body of men. Most, though *not quite all* of them, have contrived so to discharge their duties as to keep themselves without the grasp of the law. But that is the utmost limit of their efficiency. These trustees or governors are either local or non-local bodies; they either live about the spot where the school is, or at a distance. The non-local bodies are either Corporations, City Companies, or private persons. In either case they take little concern about the schools. The Companies, because the class of children educated in them is lower than that which forms the bulk of their own liverymen and freemen, and it is not therefore one in which they feel any direct interest; the private persons, because they are much occupied, live at a distance, and perhaps have not much inclination for good works. The City Companies often take a great interest in the schools of the first and second grade which are under their management, because it is strongly for their interest so to do. In these schools they get the sons of their members educated at a trifling charge, as the Stationers do in Bolt Court; and thus add to the importance and the popularity of their guilds. Or they actually increase their funds by requiring persons to enroll themselves as members of their body before they admit them at all to the schools, as the Brewers do at Aldenham. They have thus much inducement to take an interest in these schools of the first and second grades, but the schools of the third grade can make no such profitable return, and therefore they care little about them. So, again, where the trustees are private persons, non-resident, in this London district, they are generally men who have much to do. Time is with most of them money; the school is often a very poor concern, hardly solvent. No honour or glory attaches to the governorship, but much trouble, often much abuse, and the perpetual dread of the Court of Chancery. Hence the secretary or clerk to the trustees frequently finds the greatest difficulty in assembling a sufficient number of them to form a quorum, so as

Non-local managers.

City companies.

Private persons.

to get through the necessary routine on the regular days of business: and as for any further interest or concern in the school, of course it would be visionary to ask it. "I hate," said one of the trustees to me, "the very name of that school; it is the "nuisance of my life; and I should rejoice if it were burned to "the ground to-morrow." I have before me the case of one of these schools where the full number of trustees is 10. At the time of my visit there were only six in office; three of them being City bankers, near the school, and the other three gentlemen resident in the West-end, one of whom lives half the year on the Sussex coast. By their own regulation they meet for business *once a year*, at which meeting 3 form a quorum. The following is the number that has met at this annual gathering for the last five years. In 1861, four met; 1862, four; 1863, three; 1864, three; 1865, three; and the master told me that except at these meetings he never heard anything of them. By their own regulation also, the school ought to be examined *half-yearly* by an examiner whom they should themselves nominate. The duty of writing to an examiner and asking him to come seems, however, to be left to the master; and the result is that the examination is irregularly held. In 1864, the examiner mentioned in his report that it would be an advantage if the regulation about examinations were more punctually observed, *none having been held for more than a year*. It may be wondered how in cases like these provision is made for the current expenses of the school. There appear to be two ways of doing this; one is to let the master manage them, as is said to have been the case at one well-endowed grammar school, where there are terrible scandals afloat in reference to misappropriation of funds. The other is to entrust some local tradesman with the management of this business. Thus in the above-mentioned case, where the trustees only meet once in the year, they hand over a certain sum to a chemist who lives close to the school, which he employs as he thinks fit for current expenses, furnishing an account from time to time.

Local managers.

Where the trustees are local, resident upon the spot, matters are often not much better. They are often persons who know very little about educational questions, and think them a great bore. Or, if their attention has been attracted to the school it has been by the drift of local politics or parish polemics, and they are actuated entirely by their feelings. The clergyman does not generally in the case of those schools, as he does in that of the National schools, take a lead in the management, and make the welfare of the school a part of his regular professional duties. Either there are Dissenters on the Board and he cannot work with them, or the Vestry and he take opposite sides in one or more of the religious controversies of the day, &c. In the case of one of these schools such squabbling has been incessant for some years. The Court of Chancery and the Charity Commissioners have in vain endeavoured to set matters to rights. Church controversy is at the bottom of the whole affair, and the last news I hear about the school is that, after fighting a

successful battle with his colleagues in the trust, who, acting under the authority of the Charity Commissioners, had tried in vain to remove his ally, the master, the incumbent has withdrawn from the trust, and that no meetings of trustees are now held at all. In the case of another school, one which has, I believe, sent no returns to the Commissioners, either from masters or trustees, I had the greatest difficulty in discovering any of the trustees. The master named the Vicar and one or two others, who he said he believed were trustees, *but he was not sure.* I called on the Vicar. He said he knew nothing about the school, not even whether he was himself a trustee or not, and he did not know where the founder's will was deposited. I called on a chemist, one of the others named by the master, and asked him if he would fill in the returns. He refused, saying he could not act without the Vicar's co-operation. In reply to my inquiries, he said there was never any meeting of the trustees. No one had authority to call a meeting. There was no chairman or secretary. He did not know where the will was under which the school professed to be governed. All he knew was that there was a certain sum in the Three per Cents. which produced a certain annual income. This income it was his business to hand over to the schoolmaster, and that was all he had to do with the school. He added that he should soon be out of the trust altogether, and should be very thankful, and referred me to a butcher who was, he thought, another trustee. But as by this time I began to think I might be more profitably employed, I gave up my inquiry and returned home.

(iii.) Want of regular independent examinations. Some of these schools are never examined at all. Others are examined gratuitously by private friends of the masters.

(iii.) The third cause, in my judgment, of the badness of these schools of the third grade is the want of regular independent examinations; and much of what I have to say on this subject will apply to schools of all three grades. Some of these schools, such as Enfield grammar school, are never examined. In some cases, such as that of Kingston on Thames, the master invites neighbouring friends to do this work for him. In other cases, however, the statutes, or a scheme of the Court of Chancery requires that the school should be examined at regular intervals by examiners selected by the trustees. I have already pointed out in how many cases the selection of examiners practically rests with the master, and how in some cases the regulation is very irregularly observed. The fact is, as I shall presently endeavour to show, that the Court of Chancery has no educational knowledge, and has not generally succeeded in drawing the educational details of a scheme, the clauses which relate to such matters as examinations and the like, successfully. Thus it is very common to find a scheme making provisions which imply that the examination is to be a short oral affair, as if such an examination could be any test of a school. Hardly any schemes require the publication of the results of examinations. So again it is not uncommon to find, as in the Dulwich College Act, a provision that the school shall be at all times open to the visits of Her Majesty's Inspectors of Schools, a provision which is perfectly futile. For the Committee of Council on Education is a committee for the education of the labouring poor. Its inspectors are appointed for that

The regulations on this subject made by the Court of Chancery have been very inadequate.

The provision that a grammar school shall be at all times open to the inspection of H. M. Inspectors of schools.

purpose. It has to administer as economically as it can a grant of public money *for that purpose*, and it refuses, as in duty bound, to allow its inspectors to occupy their time, or to go in their official capacity to middle schools. An inspector of schools cannot as such visit a secondary school. If he does so he does it as a private person, in his private time, and with no sort of sanction from the Committee of Council on Education. The real truth of course is that the judges who approve these schemes, or the Charity Commissioners who pass the Acts through Parliament, know very little of the real condition of education in this country. One man in England may know something of Poor Law schools, another of Industrial schools, a third of National schools, a fourth of British schools, a fifth of Roman Catholic schools, a sixth of county schools, a seventh of grammar schools, an eighth of hospital schools, a ninth of proprietary schools, a tenth of private schools; but no one person or set of persons understands thoroughly the present condition of our primary and secondary education in this country throughout its whole range. The task of investigating it is hopelessly complicated by want of system and of uniformity. How difficult it would be to understand the condition of the British forces if the Minister of War had the control of the regiments of the line only, who were supported partly by voluntary contributions, and partly by a grant paid in accordance with the results of their rifle practice; while the Volunteers were subject to no control but that of their own captains; the engineers were under the Department of Science at South Kensington; the Artillery were managed by a committee of members of the Army and Navy Club in Pall Mall; and the Cavalry controlled by the local Master of Hounds in whose district they happen to be quartered.

Difficulty experienced by trustees in getting suitable examiners of middle schools.

Supposing, however, that the statutes of a school make the best provision possible for examinations, whence do the trustees get their examiners? These examiners may be:

Who the examiners of these schools generally are.

(*a*.) Neighbours of the school who have had an university education. The Commissioners will readily understand that in such cases the reports are likely to wear much the same colour from year to year. No man of sense deliberately sits down on a thistle; or puts his head into a hornet's nest. By parity of reasoning no wise man in a country town makes enemies of his near neighbours, the trustees and masters of the grammar school. Hence these examiners, like certain prophets of old, always prophesy smooth things. Besides they have of course, as a general rule, no experience or competent knowledge of the business: and often feel the examination to be a much more formidable crisis for themselves than for the boys or masters.

(*a*) Neighbours.

(*b*.) They may be schoolmasters from other schools. Short of regular professional examiners these men form the best examiners that can be found. Unfortunately their time is much occupied. They can hardly be spared from their own schools during term time, and the holidays of schools of the same class occur very much at the same time. Supposing their services to be available

(*b*) Other schoolmasters.

in the vacations they have to conduct the examination at the close of their own half-year's hard work, when a conscientious schoolmaster is thoroughly tired and wants rest and change more than anything: and they naturally do the work in a somewhat perfunctory manner.

(*c*) Examiners from the College of Preceptors.

(*c.*) They may be examiners from the College of Preceptors. There is not, however, a single instance of these examiners being employed in the endowed schools of this district, or in those of the three counties, Oxford, Herts, and Berks, which I inspected. The influence of the College of Preceptors does not seem to extend beyond private schools of the second and third grade. On this matter see page 379.

(*d*) Examiners appointed by the Cambridge Syndicate.

(*d.*) They may be the examiners appointed by the Syndicate of the University of Cambridge for the inspection and examination of middle schools. At present this system is little known. No grammar school in the London district had at the time of my inquiry adopted it; and only one in the three counties which I visited. The expense attending the employment of these examiners is considerable. The fee charged on each examination of a school is 10*l.*, and the examiner is required to be present two full days at least. But if the Syndicate decide that the number of boys or extent of subjects requires a longer time or more examiners, then for each additional day, and for each examiner, fees to the amount of 3*l.* per diem are charged. Besides this, the travelling expenses of the examiners as well as the expenses of printing papers, &c., must be entirely defrayed by the school. The subjects are limited to divinity, English, Latin, Greek, French, and mathematics. The examiners under this system have the advantage of being quite independent, and men of learning and position.

(*e*) Graduates of Oxford and Cambridge.

(*e.*) They may be tutors of colleges in Oxford and Cambridge, or other graduates of the universities, engaged by the trustees to examine. This last is perhaps the most common method of getting a school examined, as it is the one universally adopted in our great public schools. Schools of the first grade, such as the City of London and Highgate Grammar schools, are probably very efficiently examined by these means. Their pupils are to a great extent either actually preparing for the University or carrying on the same studies as if they were so preparing up to the utmost period of school life: and tutors of colleges who see much of lads when they first come up to the University, and whose business it is to select the most able among them to fill their scholarships, should be good judges of the proficiency of such schools. But in schools of the second grade they are much less efficient examiners. They know little of boys at the age of 16 or 17; the curriculum of the school is or ought to be one with which they have little acquaintance. They are in a comparatively unknown land; and like Gulliver among the Lilliputians find their standards of comparison to be thoroughly deceptive. Moreover there are some great defects in the manner in which these examinations are often

Defects in the method in which these examinations are conducted.

conducted, which ought to be pointed out to the Commissioners. One of these is the practice which is very common at these schools of the examiner only attending one day for a little oral examination, and sending papers to the school to be worked in his absence, which the master himself gives out and collects when worked, and returns to the examiner by post. In some cases I have found that the examiner has actually never been to the school at all; but has conducted the whole of the examination in this manner, by means of written papers worked for him by the boys in his absence. The evils which result from this system are very great, and it will not be necessary for me to enlarge upon them. The following, which is a copy of a report upon one of these grammar schools by a late Fellow of Balliol College, Oxford, the Rev. W. C. Lake, who has had, I should suppose, as much experience in examining, and is as good an authority upon educational subjects as any man in England, will give an example of the kind of evils which results from examinations conducted in such a manner. After some preliminary observations he says —"A very fair proportion of the first class, viz., the three first boys, did their work well, and appeared to me to evidence very careful classical teaching, as well as a fair knowledge both of divinity and history. The Latin verses were decidedly their best work, and the Greek Iambics were fair: the prose, both Greek and Latin, the latter especially, inferior. The construing in *vivâ voce* was also good, and so were the historical answers. At the same time I feel it right to say, what applies to the whole examination, that the work brought up seems too small, and the examination is conducted too unsystematically, and with too little time allowed to enable an examiner fairly to estimate a boy's performances. Their amount of composition is perhaps sufficient; but it may be doubted whether it should not be done under the examiner's own eyes: and the permission to use Lexicons, which I understand to be given, appears to me to be a mistake in an examination of this nature. These boys are quite old enough to be treated as they would be in scholarship examinations at the universities, for which some of them have already competed, and where any aid such as that of Lexicons is unheard of. Scarcely sufficient time was allowed to examine in the books brought up, even if the number, one Greek and one short Latin book, were sufficient. On similar grounds I am unable to give a full opinion of the results of the examination for the rest of the school; though I have great pleasure in saying that, speaking generally, the boys did well and showed that they had prepared their work with care, in the second class especially. Indeed this seems to meto show the benefit to be derived from introducing a little more of system into the examination. Boys, I believe, always like and respect an examination which really tests them and does justice to them. They will prepare for it with great care; and by their all doing so from the lowest class to the highest, they early and gradually acquire the valuable habit of bringing all their abilities to bear on a given occasion. The

Opinion of Rev. W. C. Lake on this subject.

experience of a single examination does not allow me to make many definite recommendations. The most simple improvement would be to have the papers mostly, if not all, printed, which would show the boys that the examination is meant to be important. It would be also very easy to make arrangements by which the examiner should reach the school earlier on the first day and stay there later, so as to get a good six hours' work with the whole school. These two points would be a beginning towards making the examination more of a reality. Something also should depend upon the performances of the boys, *e.g.* their work might influence, though not entirely determine the distribution of prizes. I hope it will not be thought that in offering any opinion thus frankly with regard to the state of the school I have out-stepped the limits of my office. On a question of great interest in such a school, viz.—how far the education for such a class of boys ought to be almost entirely classical and mathematical, or whether it is not desirable to make much of modern languages and studies, I have said nothing; because I feel that I ought to know the school better before offering any opinion on this point. But it is one—considering that most of the boys are intended for the more active professions and not for the universities—of great importance."

Rarity of such free criticism as this.

I have made a practice of asking for copies of the Reports of the Examiners of Grammar Schools; but it is very rare that I have found one who speaks out with so much plainness and decision as this. As a general rule, the examiner does not in his report attempt to deal with the education of the school from a broad point of view, nor does he venture to find much fault. The utmost he ventures to do is to point out some slight shortcomings in the result of the examination as regards certain subjects; while taking good care always to balance against them certain other subjects which he is able to praise. And if on looking over his notes he finds that the bad outweighs the good, he generally preserves a judicious silence on particulars, and simply makes some such remark as that "the school is a most valuable institution;" or that "he is glad to be able to congratulate the governors on "the condition of this useful school;" or that "while remarking, "as was natural and unavoidable, some points in which improve-"ment might be made, and to which he is sure the head master "will not fail to turn his attention, he does not think there is "anything which need call for special comment on this occasion."

Worthless character of most examiners' reports.

In case one of these examiners does forget that he is an employé of the trustees, goes thoroughly into the condition of the school, and indulges in any freedom of criticism, they too often, as is natural, decline to invite him again, and offer the 5, 10, or 15 guineas to some one more lazy or more complacent. As, however, I have said, it is very rarely that I have found any such free criticism as that of Mr. Lake, given above. Thus, for example, the examiner of the third form and Latin school at Christ's Hospital does not attempt to point out to the governors the obvious evils of the system pursued in those parts of the school (see Appendix V). He

simply says, "The state of the Latin school, which I have just "had the pleasure of examining, seems to me, considering the "actual abilities of the boys, to leave nothing to desire. They "are evidently well taught, under good discipline, steady, and "well behaved in class, and remarkably accurate in what they "profess to know. The system pursued by the master is well "adapted to boys selected as they are from a large school, and "who are intended to have the discipline of an education in "Latin without (except under peculiar circumstances) carrying it "into the pursuits of life." He then proceeds to speak in similar language of the third form, and the only recommendations he makes are, *first*, that as the boys read Ovid they should be taught Latin scanning; and *secondly*, that they should have more knowledge of ancient geography.*

Admitted by many schoolmasters.

The masters of these grammar schools, when pressed on the subject of examinations so conducted, generally say that they do not attach any real importance to them; that the important examination, the one to which the boys look forward as a real test of their progress, is that conducted in the alternate half years by the master himself; and that the other examination would be dropped altogether if public opinion did not seem to require it. Faulty, however, as is the method in which these examinations are often conducted, it is better than having none at all, as is generally the case with the third grade grammar schools in this district. On looking over the list, I find that very few of them—in fact only three out of the whole number in this district—are examined at all. With bad teaching, bad management, and no external stimulus, it is not wonderful that they are in a very low condition.

Effect on the grammar schools of the Oxford and Cambridge local examinations.

While on this subject of examinations, I may naturally inquire what has been the effect of the Oxford and Cambridge Local Examinations on the grammar schools of this district? The answer must be, almost *nil*. I have no doubt that a large number of private schools in the district have been stimulated and directed into a judicious course of reading by these examinations. But the grammar schools have for the most part remained outside of the sphere of their influence. Of the whole number of endowed schools in this district mentioned in my list, not more than four *certainly* prepare for these examinations, and not all those four do so regularly. And even upon those which are considered as preparing for them the stimulus is very slight. One school, for example, of 500 boys, will send in one pupil. Another, of 250 boys, two or three pupils. Except the schools of Dulwich College, and the Whitechapel Foundation Commercial School, I think there is no endowed school in the district which regularly prepares classes for these examinations; and the misfortune is, that the really bad schools—those which most require tonic—refuse to take the medicine, and avoid the affair altogether. It might, perhaps, be hoped that in time the influence of these examinations will be so strongly felt in an indirect manner by these grammar schools that they will be forced to come in and reform themselves.

* Compare also my separate report on S. Olave's Grammar School, Southwark.

But I confess I am not very hopeful of any indirect influence acting upon endowments. And as for their sending in whole classes, so as to avoid the great evil which results from the Oxford and Cambridge examinations, viz., the cramming of a few promising boys to the neglect of the generality, it is a thing not to be expected. These examinations, as I have already remarked, have less influence in London than in the country, where schoolmasters are more anxious to push themselves into notice; and their effect upon London grammar schools is at present scarcely recognizable.

The fourth question to which the instructions of March 1865 give occasion.

4. Is there any general wish to have a change in the character of the instruction given in them and in the laws of the foundations?

As regards these endowed schools, my instructions direct me finally to ascertain whether there is any general wish to have a change (1) in the character of the instruction given in them, or (2) in the laws and regulations of their foundations. I have endeavoured, when visiting these schools, to make enquiries which should illustrate these questions, by conversing with managers, trustees, masters, and residents in the several neighbourhoods; and by circulating a paper of questions among persons interested in education. I propose now to lay before the Commissioners the results of these inquiries, and I would ask them to remember that I am not herein stating my own views or ventilating my own theories, but simply telling what I have gathered as the general opinions of those whom I consulted.

Desire among the mercantile classes for more thorough instruction in modern subjects.

(1.) Among the mercantile classes of London, that is to say the tradesmen, shop-keepers, and all who live by trade (who now to a large extent patronize private schools, but many of whom have sons whom they want to educate cheaply, and would, under altered circumstances, gladly avail themselves of the grammar schools) I find a great desire for less instruction in classics and more thorough teaching in modern subjects. This feeling is growing and spreading so much among the mercantile and trading classes that I have been assured by several men of business that few things would please them better than a successful attack upon classical studies. When I have asked what is the reason of this feeling against the classics, and have endeavoured to explain the value of the cultivation which results from them, the answer has been, "Our sons' school life is not long enough for the pro-

Reason for this.

"duction of the fruits of which you speak. They do not come to "any maturity in the time. Moreover, though classics may be "excellent, yet mathematics, modern languages, chemistry, and "the rudiments of physical science are essential; and we do not "find time enough for all. We must therefore either abandon "classical teaching altogether, or have it provided in a manner "which shall not occupy much time." And when I have replied that such changes as these are not likely to be made for many years in any grammar school, and that they must make the best they can of the present state of things, and trust to the judgment of the universities and greater public schools which set the fashion in these matters, their only answer is, "Well then, if we cannot "get the instruction we want in the grammar schools we shall "obtain it in private schools. So long as the grammar schools "continue to offer us what we do not want, there will be no

"lack of private teachers who will supply that of which we are "in search." Sometimes I have been surprised to see a grammar school which offered instruction in mathematics, English and modern languages, at reasonable rates, besides teaching in Latin and Greek gratis, comparatively deserted, while a private school over the way which gave no classics and yet charged as highly or more so for the modern subjects, was well filled; and I have asked the private schoolmaster how he accounted for his success. His answer has been, "I offer for sale an article (modern sub-"jects) which is in demand, and for which men are willing to "pay a good price. The grammar school offers the same article "at a similar or even a less price, but encumbered with condi-"tions which practically make it much less valuable, viz., the "condition of consuming a certain quantity of another article, "classics, for which there is no demand. The buyer finds he can "only consume a certain quantity, and that if he is obliged to "take in classics he will have very little room left for modern "subjects. He therefore prefers my offer to that of the grammar "school. Besides, he has a profound distrust of the university "graduates at the grammar school, and does not believe that "they are able, even if willing, to give his children sound in-"struction in the subjects which he desires." This dislike to classics prevails to a certain extent among parents of children in middle schools of the first grade. But it is stronger among those who wish to avail themselves of schools of the second and third grades.* Among managers and trustees of these last I have found great difference of opinion to prevail. In some places they were all for classical education, in others all for modern instruction. In others they were divided upon the subject. Laymen, graduates of Oxford and Cambridge, seemed generally pretty evenly divided for and against the preponderance of classics. The clergy seemed almost always in favour of its continuance. Masters almost always took the same view. This, perhaps, is not unnatural, since most of them are, as I have explained, passmen of Oxford and Cambridge. There can, however, I think be no mistake about the feeling among the mercantile classes themselves. It has forced itself upon me at every step of my inquiry; and if the Commissioners have examined any mercantile men, tradesmen, or shopkeepers, I have no doubt they will have received a similar impression.

Opinion of managers and trustees on this subject.

Of masters.

(2). There is a feeling very generally prevalent that the administration of these grammar schools does not rest upon a very satisfactory basis. The quality and efficiency of the trustees or governors differs of course considerably in different schools; and it would be impossible to give here any general statement of

Desire for a more efficient administration of the grammar schools.

* In one large school, which has an upper or classical and a lower or English department, both free of all cost to sons of parishoners, I found that parents who have obtained nominations to the upper school often make great efforts to get their sons transferred to the lower school. One of the boys so transferred, when I asked him why he had left the upper school, answered, "I shall be leaving school next year; "and father said if I stayed there I should be Jack of all trades and master of none, "when I left." This boy was 14 years old, and the son of a small tradesman.

These schools are administered under five different sources of authority.

the various minor and local questions which arise under this head. But among governors, masters, and parents, a feeling seems equally to prevail, that a more efficient administration of these grammar schools is required. They complain that no satisfactory means exist for the modification, control, and regulation of the schools, or for the adaptation of them to the wants and requirements of the day. They represent that there are eight different sources of authority which in this country direct and control these endowed schools, viz. (1), the deeds of founders; (2), Royal Charters or Letters Patent; (3), ordinances and interpretations given, and schemes settled by the Court of Chancery; (4), orders made and schemes settled by the Charity Commissioners; (5), Acts of Parliament; (6), orders of District Courts of Bankruptcy; (7), orders of County Courts; (8), orders made and schemes settled by the Court of Chancery of the County Palatine of Lancaster. For obvious reasons, however, none of the schools in this district are under the control of the three last sources of authority. The following Table shows under which of these authorities the endowed schools of this district severally come :—

Table showing this.

I. Under deed, or will, or ordinances of founders; and date of such statutes.	II. Under order or scheme of the Court of Chancery and date of such order.	III. Under Scheme of the Charity Commission.	IV. Under a Royal Charter, or Letters Patent, and date of such charter.	V. Under an act of Parliament, and date of such Act.
S. Dunstan's, Stepney, Grammar School - 1538.	Neale's School 1715.	None at present: but some Schemes were being framed at the time of this Report.	Christ's Hospital - 1553.	City of London School - 1834.
Mercers' School - 1541.	Enfield Grammar School - 1825.		Kingston Grammar School - 1561.	Dulwich College Schools - 1857.
Walthamstow Grammar School - 1542.	Islington Grammar School - 1830.		Barnet Grammar School - 1573.	S. Martin's in the Fields Foundation School - 1859.
S. Mary's, Stratford, Grammar School - 1617.	Highgate Grammar School - 1832.		Camberwell Grammar School (partly) 1615.	
Edmonton Grammar School - 1624.	Hampton Free School - - 1837.			
Chigwell Schools - 1629.	Tottenham Free School - - 1839.			
Palmer's School, Westmnstr. 1656.	S. Clement Danes Endowed Schools - - 1840.			
Rich's School 1672.	Camberwell Grammar School (partly) 1841.			
Deptford Grammar School - 1672.	S. Lawrence, Jewry Grammar School - 1848.			
Hill's School Westminstr. 1674.	S. Saviour's, Southwark, Grammar Schools - - 1850.			
Tower Hill Grammar School - 1686.	S. Mary's, Whitechapel, Foundation School - 1854.			
	Whitgift's Hospital Schools, Croydon - - 1856.			
	Lewisham Grammar School - - 1857.			
	Stationers' School, Fleet Street - - 1858.			
	Hammersmith Grammar School - - 1859.			
	S. Olave, Southwark Grammar School - - 1860.			

It appears then that the 33 grammar schools of this district, lying as they do within a radius of 12 miles, are controlled and regulated by five distinct kinds of authority, each kind containing within it several species. The source of authority, for example in the case of Walthamstow Grammar School (1542), and Tower Hill Grammar School (1686), is the same in kind, viz., the action of trustees under a founder's deed and ordinances; but it differs in species as much as two documents the one previous and the other subsequent to the Reformation might be expected to differ. So again the authority by which Enfield Grammar School and the Stationers' School is directed is the same in kind, viz., schemes of the Court of Chancery; but the two schemes are as widely different in character as if they concerned schools in two different countries. I found governors and others complaining greatly of these multiform sources of authority. Their very multiplicity seems to be felt to be an objection. They cross each other's path, are confusing, and often conflicting. Their policy is not uniform, and they are consistent with neither themselves nor with one another. If, said managers and parents often to me, there were one board, which, having the management and control of all these schools, could start them fairly upon a well-devised system, it would be a very great advantage. But besides these complaints of the want of unity in the ruling authorities of these schools, I heard frequent expressions of dissatisfaction with the present administration of the Court of Chancery, and of the inability of the Charity Commissioners to work adequate reforms in these schools. As regards the Court of Chancery, it was represented to me that—

Inconvenience of this want of unity.

Dissatisfaction with the administration of these schools by the Court of Chancery.

(*a*.) The Court acts very slowly, and at irregular intervals; that is, only when some accident moves it. Unless there should be some one with a long purse or a relish for litigation, a charity may remain for ages unreformed. Seven at least of these grammar schools of the third grade, which urgently require reform and are now almost worse than useless, would long since have been restored to their usefulness or converted to other purposes if we had an efficient Educational Board; but they have never been touched, and are not likely to be touched under the existing system. On the other hand, there are some educational charities which have been reconstituted by the Court and which seem to be perpetually undergoing revision, such as that of S. Clement Danes. Thus the administration of these schools by the court is partial and unequal. Some schools are never touched; others are never let alone.

(*a*) Slow and irregular action of the Court.

(*b*.) The Court acts very expensively. It is well known to the inspectors of charities to what enormous expenses the trustees of charities are often put in order to get the least matter decided in the court. And if, as at Enfield, money is provided from a wealthy private source, the battle may be continued until the charity is eventually completely crippled. If the Commissioners will look at my report on Berkhamsted Grammar School, they will see an instance of how such a contest may be prolonged, without the security of a satisfactory result after all.

(*b*) Expense of this action.

(*c*.) The principles upon which the Court will act in any given case are very uncertain. The policy of one Vice-Chancellor is

(*c*) Uncertainty of this action.

contradictory to that of another, or to that of the Master of the Rolls, and their decisions are again reversed by the higher tribunals. In such a question, for example, as that of whether a master shall or shall not be permitted to take boarders, the difference of authorities is very great. The result is that when a scheme for a grammar school is being settled such a point as this will be settled either in accordance with the views which the judge in chambers or the attorney-general for the time being or the counsel who represents him may happen to entertain in regard to the desirableness of allowing boarders to such schoolmasters, or in accordance with the views of that party to the suit which shows itself most ready to contest the question. Sometimes the decision will be in favour of unlimited boarders as at Highgate Grammar School, sometimes of 60 as at Aldenham, and sometimes, as at S. Saviour's, Southwark, and at Camberwell Grammar Schools, the master will be allowed to take only eight with the provision (at S. Saviour's but not at Camberwell) that such boarders shall not be allowed to compete for the exhibitions to the universities. Sometimes the master is not allowed a house, but has leave to take boarders. At other times, having a large house, and not being allowed to take scholars in his own school as boarders he actually takes those of other schools. Thus the master of a grammar school in the south of London used lately to take as boarders boys attending Merchant Taylors' School. Or, as at Enfield Grammar School, there is no regulation whatever in the scheme on the subject, and the master takes boarders whom he prepares *out of school* for the competitive examinations. Almost every conceivable variety of policy may be found sanctioned by Schemes of Chancery within this radius of 12 miles occupied by an urban homogeneous population.

(*d*) Want of educational knowledge in the Court.

(*d.*) But the greatest grievance of all seemed to be that the Court acts in educational matters without any real professional knowledge on the subject. Even supposing that the Court were not tied down by precedent, by the *cy pres* doctrine, by the Grammar or Endowed Schools acts, and the like, supposing that it could have *carte blanche* to make the best it could of any effete charity to turn it into as useful an institution as possible, the chances are great against the best means being taken. The judge in chambers who approves a scheme, the attorney-general who criticises it, have neither the time to give to educational details nor the special knowledge required for handling them. If the case should happen not to be much contested, and if there should be no awkward precedent in the way, and if the judge should happen to have no very decided views, and if the promoters of the scheme should happen to understand their business and to have a good knowledge and experience of educational matters, all may go well. The doctrine of *cy pres* may utterly disappear for the occasion, and a very excellent scheme may be drawn up. But if any hitch occurs, the party whose views are opposed to all improvement or which is actuated by local politics and not by educational experience is just as likely to carry the day as another which may have wisdom and public utility on its side. Let the

Commissioners compare together such schemes as those, for example, of S. Olave, Southwark, S. Saviour, Southwark, and Camberwell Grammar Schools, three schools close together in sub-district B. These Schemes were made at three different intervals each about ten years apart from the other, and I think, after comparing them with others (those, for example, of Enfield Grammar School, of Hampton Free Schools,* and others which they will have seen, from various parts of the country) the Commissioners will not be surprised that a widespread desire prevails among persons who are acquainted with these grammar schools and have studied educational questions for the creation of some board which shall act upon all educational charities authoritatively and yet regularly, quickly, inexpensively, systematically, on well-known and approved principles, and above all with technical knowledge and experience of education. When such representations have been made to me I have sometimes inquired whether the existing Charity Commission did not answer this purpose sufficiently. The answer has always been that the establishment of the Board of Charity Commissioners has been a very great boon to beneficiaries and managers of Charities, that it has effected considerable improvements in many charities at a comparatively slight expense, and that the Commissioners are always found on the side of progress and enlightenment, but that the Board does not at present fully answer the purpose required, for the following among other reasons, viz., that—

The Board of Charity Commissioners, as at present constituted, is not adequate to this work.

(*a*.) The Commissioners have not sufficient authority. In the first place they cannot, as is well known, make any order with respect to any charity in England and Wales the annual value of which exceeds 50*l*. without the application of the trustees of such charity or a majority of them (Ch. Trusts Act, 1860, s. 4), and in the case of a part of the district on which I am now reporting their powers are further limited by s. 30 of the Charitable Trusts Act, 1853. So that in very many instances in which their interference is most wanted they have no power to move, and of course cannot for a moment aspire to framing out of our present chaos a thorough system of grammar school education for the metropolis. Even where they can move they are checked at every step by the Court of Chancery, and it is not uncommon to find the whole power of the Board paralysed by a small but active knot of partisans in a parish who have perhaps nothing whatever to do with the management or control of the school, The masters and all the governors and trustees of a school may be strongly in favour of a scheme sanctioned by the Board, but if there is the least appearance of opposition in the locality the Board cannot act, and the waste of time and money, the disappointment and sense of disheartenment incurred by genuine educational reformers when they find, after months of hard work, that all their labour is in vain and that no improvement can be

(*a*) It has not sufficient authorit

* For the particulars of the scheme for Hampton Grammar School I must refer the Commissioners to my special report on that school. The school at the time of my visit had one master and no scholars. And the principal reason assigned for this failure was the badness of the scheme under which the school had been administered. A new scheme by the Charity Commissioners was to come into force after Christmas 1866.

Illustration of this fact from the case of S. Olave's Grammar School, in Southwark.

effected in the condition of the charity can well be imagined. I cannot give the Commissioners a better example of the powerlessness of the Board in such cases, or a clearer proof of the great existing want of some intelligent controlling authority in educational matters than by putting before them the case of S. Olave's Grammar school in Southwark.

Origin of the school, and intention of the founders.

This school was founded by the parishioners of S. Olave's, now divided into the parishes of S. Olave's and S. John's, for the bringing up, education, institution, and instruction of *children and youths* (*Juvenes*) of the parish, as well of rich as the poor, liberally and prosperously in grammar, accidence, and other lower books and writing. A charter was obtained from Queen Elizabeth in 1571, declaring it a "*Free Grammar* "*School* of Queen Elizabeth of the parishioners of the parish of "St. Olave in the Co. of Surrey," appointing the governors to be 16 men of discretion and most honest inhabitants in the said parish. A second charter confirming this, was obtained from Charles II. 1674, which recognizes the existence of the grammar school, names the existing 16 governors, and confirms their powers to nominate and appoint, with the advice of the Bishop of Winchester, or any other honest and learned man, one "able schoolmaster," and such able usher or ushers for the "teaching of the *Latin and English tongues, and also writing* "*and casting accounts,*" as they shall think fit, "for the edu- "cating, instructing and teaching of the *children and youth* of "the inhabitants of the parish of St. Olave, *as well poor as rich.*" "And for the maintenance and education of two scholars in the "University, if any such shall be elected out of the said school, "until they have taken their degree of B.A." The charter also provides for the "setting out and apprenticing poor scholars, "and for the relief of poor impotent persons of the parish, and "for erecting and maintaining a workhouse for setting poor "persons of the said parish at work."

Nothing whatever is said in either of these charters about fees, either for or against. But the Governors have general powers in both of them, to make statutes and ordinances for the good government, &c., of the school. To understand, therefore, on what internal system the school was worked we must look to the governors' minute book.

Original condition of the school as regards fees and payments.

That *free* grammar school was not in this case taken to mean "unpaid education" is clear, from the history of the school, as extracted from the Governors' minute book and ably put forth in a letter written by one of the governors to the vestry clerk of S. John's on an occasion to be presently mentioned. From this it appears that the governors in their first "*statutes and ordinances*" which the charter empowered them to make, made the following "orders for scholars:"—"Imprimis—No child shall be "admitted till he be six years of age; and at his first entry to "pay 6*d.* When any scholar entereth to writing to pay 8*d.*: "when any entereth into his grammar to pay 2*s.* 6*d.* That "every scholar shall bring quarterly 2*d.* towards the expenses "of the school." "That if any scholar be absent four days in

"the week, except he be sick, then his name to be void until "he be admitted, and pay 8*d.* for writing his name." Thus, in their very first fundamental statutes *the governors impose admission fees, fines, and quarterages.* The school was *not* purely a charity school.

The above orders show also that there was a threefold, or at any rate, a twofold classification of the school; determined by the ability of persons to pay for longer and additional education. There were a reading, a writing, and a grammar department; and this classification appears further from the following order concerning the usher who superintended the writing and reading schools:—"The usher shall have for his wages 13*l.* 6*s.* 8*d.*, for "that we have and so is like to continue many more scholars at "writing than at grammar, seeing we have here a great number "of poor people, who are not able to keep their children at "grammar, but being desirous to have them taught the prin-"ciples of the Christian religion, and to write, read, and cast "accounts., and so to put them forth to prentice."

Endowment of the school.

Such was the condition of the school when in 1579 the parishioners endowed it with some land belonging to the parish; thus showing that they sanctioned the system. Various orders were made subsequently upon the subject of fees, uniformly requiring payment from every scholar until 1667, when this rule was relaxed in favour of such poor parishioners as are not assessed to the poor book; and fees were not abolished until about 1758, or perhaps a few years earlier. The orders which had been up to that period made in reference to payments had been of the following kind. In 1704 fresh payments had been imposed for the Latin, writing, and reading schools respectively, and breaking-up money. In 1728 the order of 1704 had been confirmed with the slight difference that those only who were not rated to the poor were exempted from payment. In 1757, however, is found for the first time, a positive order for the suspension of all payments. Ordered—"*That no master take payment from any boy of any kind under pain of suspension.*" And from that time, or the following year, to the present, all payment has ceased. Along with this cessation of payments was a gradual decline in the rigour of the rules in every respect; showing a decline in the value attached to the education. *E. G.* (1) Books were originally to be bought by the scholars, and they were required to bring them on pain of expulsion. Gradually, however, the practice grew up of giving all books to all scholars without charge. The result of this practice was that there was an immense waste in stationery bills. Boys tore and misused their books, and there are grounds for supposing that they used sometimes to sell them to such tradesmen as have occasion to use waste paper. This has been more carefully regulated during the last seven years, during which time the stationery bill has been reduced from 27*l.* to 14*l.*, nearly one-half. (2) Foreigners (non-parishioners) were uniformly admitted up to 1780 into the two highest schools, and up to 1736 into all three. Thenceforth, however, their admission was curtailed and finally abolished in

Gradual abolition of fees and payments.

1798, and admission was, as it now is, confined to residence in the old parish of S. Olave's. Foreigners were not of course admitted to all the privileges of the foundation upon the same terms as parishioners. What then was the result of this abolition of payments and exclusion of foreigners? This is to be gathered from the returns made to the Commissioners, and the inspection and examination which I have held of the school. It is generally stated by the governor before mentioned in his letter to the vestry clerk, thus: "The parishioners without exception are *equally* entitled to the benefits of the school. In this sense the school is really '*free*,' but then the governors are *bound* to take care that no class is barred or excluded from such benefits by the *unequal working of the system.* If regulations fitting perhaps for one time are inapplicable to the present, it is our duty to alter them, how much more so when we find a *great injustice* accruing from a variation in respect of the original constitution of the school. *And this is the case:* the abolition of all fees has destroyed the symmetry and classification of the school; *the absence of all payment whatever has drawn together the children of the poor, and the children of the wealthier and middle classes are practically shut out.*" Again he says: "We are bound to make educational provision *for the rich and the poor.* And what are we doing? We have, and for years past we have had, masters capable of giving a high classical education; we have had at our disposal *four University exhibitions,* in amount exceeding those usually given at such schools; and yet in the *space of* 35 *years*—that is since the year 1830—only 13 have been applied for, and *within the last* 12 *years but two,* in a school numbering always throughout that period from 300 to 500 boys. It is manifest that with us classical teaching is unproductive. It shows no reasonable result to the teaching power we possess, or to the expenditure it involves. This is because the boys are almost uniformly of a class whose means will not allow them to devote their years to the attainment of classical proficiency. They are the children of the *poor* only, instead of being the children 'of rich as well as of poor.'" Again—"In demanding fees from the middle and wealthier classes, we demand only what they are not only willing, but *anxious,* to pay, in consideration of the advantages which the school offers. It is argued that these persons cannot reasonably complain because the school is open to them; and if they will not send their children, the fault is their own. I reply that if we have varied the original terms of admission, by which (variation) all distinctions are levelled, so as to repel the middle and wealthier classes, we are doing them the same injustice that we should have done the poor by the imposition of fees beyond their power to pay."

Effect of this abolition.

The effect of the abolition of fees has been in short the making the school a great elementary school for the education of the labouring class, in which the course of instruction was, at the date of my visit, a kind of compromise between primary and secondary

instruction. Let the Commissioners consult the returns and see what they say. They fully bear out this view. The children are of the mechanic, labouring, and low sailor class; and the whole system is "one of compromise." In order to explain the state of things the master sent with his returns a memorandum in which he says,—"The school is by statute confined to parishioners. The "social status of boys attending it has greatly fallen in the last "century. It is now scarcely if at all above that of boys at- "tending a National school. The majority of the boys, even in "the upper branch of the school, are of the mechanic or labouring "class. This is owing to there being no discriminating test of "qualification for admission. Many of the professional and "commercial inhabitants have left the parish; and the remainder, "unwilling to allow their children to unite with their inferiors, "send them elsewhere." The statistical portion of the returns fully bears out this statement: showing that by far the majority of children were under 14 years old: the average during the preceding three years being as follows:

Under 10 years—	63	boys in attendance.	
„ 14 „	155	„	„
„ 16 „	15½	„	„
Above 16 „	2½	„	„

This return was made out in June 1865. In December 1865, the date of my visit, the age had fallen *still lower*, and seemed to be going down. The boys in the school were in fact evidently of the National and British School grade.*

Attempt on the part of the governors to reform the school.

Seeing this state of things, the governors in 1863 appointed a special committee "to inquire into the present system of pre- "sentations, and all other matters relating to the admission of "boys into the school, with a view to ascertain whether any or "what change is necessary, in order to make the school more "effectually available for the education of all the children and "younglings of the parishes of S. Olave's and S. John's, both "of the rich as well as of the poor." This committee reported that there was a great and increasing absence from the school of the sons of the rich, in spite of increasing and acknowledged improvements in the teaching of the school; and that the exhibitions, *now increased to four of 80l. per annum each, remain almost unsought, two only having been applied for in the last 10 years.* That they believed this absence of the wealthier class from the school was owing to want of proper classification of the boys; for "though persons of affluence have for the most part "ceased to reside here, yet we think that in a great commercial "district such as this is, the centre of several railway termini, "where a large number of persons of considerable means is "entitled as carrying on business to the privileges of the school," it was certain that if a proper classification of the boys were made, many would avail themselves of the school. Accordingly

* The head master writes to me under date of December 4 1866, that a remarkable change has taken place since last March in this respect; the numbers in the classical school having suddenly increased and nearly tripled in number those of the previous year. He says also that the new comers are of a higher grade socially, and have been better prepared.

the committee recommended the re-imposition of fees, the re-admission of foreigners, and the division of the school into three branches.

They invoke the Charity Commissioners who sanction a scheme.

Hereupon the governors met in court, January 28, 1864, and passed 12 resolutions, reimposing fees and graduating them according to the three departments into which they proposed to divide the school. Finding, however, that they would require authority for these alterations, they drew up a scheme (Scheme No. 1) which they submitted May 30, 1865, to the Charity Commission, and which received their sanction with very slight alterations. This scheme, principally drawn by the Governor, whose letter has been already mentioned, was a good one. After certain regulations as to election of governors, and management and control of school property, it provided that the school should be divided into three departments, to be named respectively the classical, commercial, and English schools; the head master of the classical school to be head master of the whole; that parishioners' sons admitted to the classical school should pay a maximum fee of six guineas annually, and also pay for their books; that non-parishioners should be admitted, paying a maximum fee of 12 guineas, and for their books, and being eligible to the exhibitions after having been three years in the school; that there should be an admission examination to the classical school; that there shouldb e a fee of two guineas annually for scholars in the commercial school, and payment for books; that the English school should continue free, and boys should have their books therein provided for them; that there should be scholarships (not more than 20 to be held at once) to boys in the commercial school, tenable in the classical school, of the value of six guineas annually; that there should be similar scholarships tenable from the English to the commercial school, of two guineas annually (unlimited in number); that 100*l.* a year should be allowed for apprentice fees; that sums not exceeding 100*l.* each should be allowed to the parochial charity school for girls in each of the two parishes, and 50*l.* each to the infant and ragged schools. This scheme was proposed to the Charity Commissioners, and having been approved by them, was posted up on the doors of the churches with a notice that unless it were opposed within the usual time it would become the law. This was in July, 1865. Hereupon the vestries of the two parishes met. S. John's approved the scheme, but S. Olave's in a very stormy meeting condemned it. Then a public meeting was called, and some resolutions were passed totally condemning the scheme. I called on some men who had been active in the opposition to the scheme. None of them gave any satisfactory reason for opposing it. One small tradesman who had been an active opponent of the scheme objected to any imposition of fees. Thought it ought to be "a free school, and free for ever." Said there were no upper classes to patronize the classical school; and that the tradesmen did not care for classics; all they cared for was plain English, French, and arithmetic. They did not want Latin, pure mathematics, or

Opposition to the scheme.

Views and arguments of the opponents.

science. Thought it was "destroying the tradesman's birthright" to make him pay for the commercial school, or "to admit foreigners to compete with him." Thought that even if Scheme No. II. were passed it would be a failure, or the master would neglect the commercial school. Said that there had long been a general dissatisfaction with the school for "*peddling with classics.*" The late master had not pushed the classics as the present master had done.* "The school has not the confidence of "the parishes; though if it were made quite commercial they "would patronize it more." But they would still object to pay anything. He did not object to pay on principle, but thought it was a fraud upon their *rights*. He thought, however, that the parish might probably have made no objection at all if they had been consulted before the scheme was drawn up. But they, and especially he, were piqued at not having been consulted at all in the matter, and at the scheme having been proposed so suddenly. It seems indeed that the tradesmen in this parish know little about secondary education; but thought that the school was their school, and that the governors, their servants, had been taking a high line; and being offended and stirred up by one of the governors who dissented from the proposed reforms they resolved to spoil the scheme. *Perhaps* a judicious introduction of the scheme would have avoided the opposition. However, so great was the excitement, that the leaders of the opposition to the scheme appealed to the Charity Commissioners, and a meeting was held in York Street, between a committee of the governors and certain delegates of the vestry of S. Olave's, the result of which meeting was that the Commissioner present, suggested a conference between the governors and the parishes (for by this time S. John's vestry had met and rescinded its approval of the scheme). A committee of the joint parishes then met with the committee of governors; and negotiations were commenced which resulted in a compromise, viz., Scheme No. II., in which the main point conceded was the payment in the commercial school; payment for books, however, in that school being retained. This, the imposition of fees in the commercial school, was the great point in Scheme No. I. to which the vestries objected, though they disliked the whole scheme. The vestries, having agreed to this Scheme No. II., were prepared in conjunction with the governors to go with it to the Charity Commissioners. But meantime the opposition had by no means ceased, though the vestries had sanctioned the scheme. The Governor who opposed Scheme I. continued his opposition to Scheme II., objecting to all reform of the school, or any alteration in the

Conference between the contending parties.

Continuance of the opposition.

* It is perhaps well to express my belief that this statement gives an incorrect representation of the facts. The present head master seems to me to have made great efforts to give an education suitable to the age and other conditions of his scholars and some of them have been remarkably successful in the Oxford and other examinations which have occurred since my visit to the school. Indeed, one of the objects which he had in view in pushing the scheme, was to prevent the possibility of any further "peddling with classics," and to fix a curriculum suitable to the different classes of scholars.

existing state of things. He caused another "public meeting" to be called on December 8th, 1865, in which meeting Scheme II. was like Scheme I. condemned *in toto*. The character of such a meeting, the tone of the remarks and reflections that would be made, the value of the arguments that would be used,* the style and temper of the letters that would appear in the local press, may all be imagined by the Commissioners without any description of mine. At any rate, the Scheme II. was emphatically condemned. As, however, the two vestries had sanctioned it, the governors, in conjunction with them, were, at the date of my visit, preparing to go to the Charity Commission and ask them to make an order for its adoption. It was expected that if the Charity Commissioners did so the opposing party would appeal to Chancery against them; while if the Charity Commissioners refused to do so the governors threatened on their side to invoke the Court of Chancery. Such was the aspect of affairs at the time of my visit; and in this situation I left them. As, however, I was anxious to see whether the Charity Commissioners would venture to make an order sanctioning the new scheme, I wrote to a trustworthy correspondent in August 1866, asking him for latest intelligence. The reply was,—"I promised to let you the "know if our affairs took any decided turn for better or worse. "I am sorry to say that we have come to a complete standstill. "We had several most violent parochial "demonstrations," the "result of which was that after deluding us for nearly two years "the Charity Commissioners acknowledged that they had no "power to make any order. . . . . "Our labours of years have, so far as the Charity Commission is "concerned, been neutralized." In a subsequent letter dated August 21, 1866, he adds,—"It should, I think, be understood "that Mr. ——— confessed at last the utter inability of the "Charity Commissioners to assist us in the face of the opposi-"tion of even a single individual. A more impotent conclusion "to our long negotiations with the Board could scarcely be con-"ceived." It appears from this that the governors and vestries do not intend to bring the matter into Chancery, although they see no prospect of a solution of the present dead-lock; and that the efforts of the great majority of the governors, backed by the authority of the vestries, and sanctioned and supported by the Charity Commissioners, have entirely failed in face of an opposition which I will venture to call ignorant and stupid. The party which desires a reform in this foundation begged me to bring the matter fully before the Schools Inquiry Commissioners—an appeal to whom they describe as "their last hope." In one respect perhaps it is fortunate that scheme No. II. is not carried,

State of affairs at the date of my visit.

Subsequent course of events.

Failure of the governors' attempt to reform the school.

* I may observe that the arguments of other opponents of the scheme were directly contradictory to those of the tradesman mentioned on the preceding page. These objected to the scheme (as I am informed) because it deprived the poor man's son of his "classical birth right which might one day make him Lord Chancellor, &c.," and accused the master of "deliberately undermining the grand old Latin foundation."

as it is so obviously inferior in its value to scheme No. I. And therefore it is perhaps not to be regretted that the governors have not proceeded to Chancery. The reasons of their unwillingness to do so seem to me to be creditable to them. Both they and the head master appear to be active, intelligent, and sincerely zealous for the welfare of the school. And after hearing their story the Commissioners will not, I think, be surprised that they earnestly desire the erection of an authoritative educational board, which may save their noble foundation from the ruin which has swallowed up so many endowments. The following reasons why reform is required in this school were given to me, viz.:

Reasons for the necessity of a reform in the state of the school.

1. The resources of the school are not at present utilized.
2. Only the lower class of parishioners is at present educated out of the charity.
3. The inevitable tendency of the want of classification of the scholars is to cause a smattering of three different sorts of education to be given in the school; to counteract which tendency the head master finds it necessary to subordinate the higher teaching to the requirements of the majority of the boys.
4. There is a large middle-class population to the south and east of the parishes, viz., in Bermondsey, Newington, Rotherhithe, &c., almost entirely unprovided with grammar-school education.
5. Several respectable families living, or carrying on business, in the parishes have signed, or are ready to sign, affidavits that they would be glad to send their sons, if a separation could be guaranteed from the lowest class.
6. Many boys from the two parishes go to the City of London School; and one such boy educated at the City of London School was not long since the senior wrangler at Cambridge.

The last three statements concern matters of fact which I believe to be unquestionable. The first three are matters which I have, myself, carefully investigated, and for which I must refer the Commissioners to my separate report on my visit to this school.

(*b.*) It is urged that the Board of Charity Commissioners has no technical knowledge. Even if the powers of the Board were enlarged, it would still be defective in one very important element in dealing with educational charities. The Commissioners and inspectors are lawyers, with the exception of the Vice-president of the Committee of Council on Education, who is an *ex-officio* member of the board, but does not necessarily know anything of secondary education. They have, of course, all had a superior education, and are men more or less distinguished, but it is quite possible that they may none of them have given any attention to educational questions; or, at any rate, they have not been able to give such close and careful study to these matters as to enable them to have any real professional knowledge on them. Above all, they have no machinery for examining schools. The charity inspectors may, I suppose, question the boys in schools, if they

(*b*) The Board has no educational knowledge;

no machinery for examining schools;

wish to do so. But, as a matter of fact, I believe, they seldom do so; and they are quite right in following this course. For, supposing them to have kept up the scholarship learned at the University, they would not therefore be necessarily competent to examine. Probably most of the inspectors of charities could tell whether a piece of Latin prose was bad or good; or whether a French translation was well or ill rendered; or whether a proposition of Euclid was correctly worked out on the black-board. But something much more than this is required for the efficient examination of a grammar school. Experience, such as can only be acquired by devotion to the work, is needed in such an examiner. He must form his standard by long and careful comparison; and must draw his conclusions of badness or goodness not by an ideal, but by the result of such comparisons. But this is enough work to employ a man's whole time, and nothing could possibly be more unfair than for an inspector, whose main business is the study and administration of the law of charitable trusts, to attempt to undertake also the part of an examiner. Hence the Charity Inspector invariably, I believe, is guided by the opinions of others in forming his estimate of the ability of a master and the quality of the instruction given in a grammar school. He is guided partly by the reports of the school examiner, if there be one; a criterion which, as I have endeavoured to show (page 315), is a most uncertain one; and partly (or if, as at Enfield, there be no school examiner *entirely*) by the evidence of residents on the spot, parents, managers, and others. This evidence in most cases I believe to be almost worthless; and I fancy that I shall be supported in this view by most of the inspectors of charities. The witnesses are generally shopkeepers, farmers, or tradesmen, who in the first place are totally ignorant of any means of forming a right judgment on such matters, and in the second place are seldom without strong prejudice for or against a master. A master may neglect a school or be very incompetent; yet a whole parish will come before the inspector and swear that he is an excellent teacher, if he should happen to be largely in their debt: at the best the inspector will be met by such a conflict of evidence on the subject that he will find himself quite unable to make up his mind whether the master is or is not painstaking and competent, and certainly will not venture to recommend the Board to remove him. If the inspector had acting with him an independent professional examiner who could, after a careful examination and inspection of the school, say distinctly and decidedly whether the teaching was bad, fair, or good, and could produce to the Board proofs of the correctness of his decision, the matter would be settled at once. For want of such a professional opinion the inspector hardly ever finds himself justified in recommending to the Board the removal of a schoolmaster. Yet there is no matter in which grammar schools more commonly require improvement than in the removal of inefficient schoolmasters. To a reform of a bad and inefficient school the essential preliminary is almost always the removal of one or more of the masters.

and is, therefore, without the means of forming a decision in the most important cases.

Indeed, so important is this part of the question that one is almost tempted to say that *the master is everything.* A good teacher will revive almost any school, however decayed; a bad teacher will ruin almost any, however prosperous. I am convinced that no minor reform would be more salutary than the giving to the Charity Commissioners some independent reliable means of judging this all-important question. For want of it their hands are often tied at junctures when resolute action is most required. I do not gather from schoolmasters that they would dislike the institution of such examinerships, provided (*a*) that the examiners were men of unquestionable talent, and entirely *free from any connexion with the locality where they examined;* and (*b*) that they were men who had had some experience of actual scholastic work. Both these points, the independence of the examiners and their knowledge of teaching, are considered essential by schoolmasters. Managers and trustees would generally welcome any institution which, while leaving them their patronage, would relieve them of unpleasant responsibilities.

Hospital schools.

In speaking of the endowed schools of the third grade I have so far excluded from consideration a very important class of them, which I have not had time to inspect so thoroughly as the grammar schools, but which I have not altogether neglected. I mean the schools attached to hospitals. My instructions do not direct me to inquire into those endowed schools which are intended for the children of labourers; and there can be no doubt that these schools are to a large extent intended for and used by such children. At the same time as they do actually receive within their walls some of the lowest middle class, as they all keep the children beyond the age of lower class education, and as I think some of them might, without any injury to the children now received within them, be made much more valuable institutions than they now are, and that their sphere of usefulness might be extended so as to help towards forming a systematic education for the middle scholars of the third grade throughout London, I conceive that any account of secondary education in London would be incomplete without some mention of them. The shortness of the time at my disposal, and a consideration of the above-mentioned terms of my instructions, induced me only to visit six of these hospitals. Three of those that I visited were in sub-district C, in the city of Westminster, which is fuller of hospital schools than any other part of London. Of the other three, one was Aske's Hospital School, in Hoxton, under the management of the Haberdashers' Company, another was Bancroft's Hospital School, in the Mile End Road, and the third was the lower school of Whitgift's Hospital, Croydon, which is noticed in Appendix IV. Some of the grammar schools already noticed and separately reported on by me are in reality either hospital schools or resemble hospital schools very closely, being connected with almshouses, as Lady Owen's School, at Islington, Palmer's School, and Hill's School, at Westminster; but as they were all schools in which the founders required

Number of these visited.

grammar to be taught, I have preferred to treat them under the general heading of Grammar Schools. Many of the remarks, however, which I shall have to make about these hospital schools will apply to them also. The points to which I desire briefly to call the Commissioners' attention are the following:—

They afford an example of endowed schools for girls.

(I.) The practice of excluding girls from the benefits of educational charities, which has grown up and now exists in the case of all the grammar schools in this district except that of S. Clement Danes, has not so largely prevailed in the case of these schools attached to hospitals. Several of these hospital schools, those especially in Westminster, provide for the maintenance and education of girls as well as of boys. The girls are not mixed with the boys in the schools, but are taught apart in separate schools forming a part of the general establishment. I shall notice these girls' endowed schools more particularly in Part IV. of this Report (see page 411). There are, however, even among these institutions, some instances of the exclusion of girls from the benefits which they were intended to share. Thus the hospital of King Charles I., called the Green Coat Hospital, in Westminster, now only admits boys, although, by the Royal Charter of Foundation, it was created for "poor boys *and girls*, to be carefully maintained with meat, drink and apparel, and also to be instructed in manual arts."

Their scholars are often middle scholars of the third grade.

(II.) The age of admission of children into these hospital schools is generally between 7 and 10 years, and that of superannuation is 14 or 15 years; the scholars are, therefore, decidedly of the third grade of middle scholars. It is in such cases as these that I venture to think that the real value of my definition of the middle class for the purposes of this inquiry is shown (see page 237). If I were to adopt any definition which was framed on a consideration of the social position or occupation of parents I should be obliged to define the scholars in most of these schools as of the lower and not of the middle class; for the parents of most of the children in these schools are labourers, porters, messengers, policemen, and very small shopkeepers. They would probably, for the most part, if they sent their children to the inspected elementary schools, be considered by the inspector as "of the labouring or a parallel class," and their children would be reckoned as eligible for the grant dispensed by the Committee of Council on Education. And yet it is quite clear that it would be scarcely correct to define the children in these schools as of the lower and labouring class; for in the first place they are educated two or three years longer than the labourers can afford to educate their children; in the second place they receive a wider education than that given to children of the labourer in our elementary schools; and, in the third place, very few of them on leaving school go on with manual labour. Almost all of them are either apprenticed to trades or become clerks in offices. Here again, then, the *educational definition of the middle class* solves a difficulty. These boys and girls would, it is true, if left to themselves, to their own resources (and the efforts of their parents), be of the

labouring class. But the hospitals *take them out of that class*, and raise them to the lowest grade of the middle class by keeping them in school till they are 14 or 15 (and in exceptional cases even a little longer) and giving them the first elements of a liberal education. They are raised by the direct interference of a charitable institution, which takes them from the labouring class and places them among the lowest rank of the middle class. The hospital may, in fact, be regarded as standing to them in place of a new parent, who adopts the children, clothes and feeds them, and gives them the schooling of middle scholars of the third grade. To all practical purposes, after once entering the hospital, they become the children of that hospital; and it is clear that their new parent brings them up educationally in the third grade. The presentations to these hospitals may, in fact, be considered as valuable exhibitions (or "bursaries," as the Scotch call them) given, not in money, but in kind, to children of the labouring class with a view to afford them the education and maintenance of a class just above them, and which education their own parents would not be able to afford to give them. The children selected for these benefits are chosen by the private favour and patronage of the governors, and not for any merits of themselves or their parents; the persons who obtain the most presentations being, I believe, the doorkeepers, messengers, porters, policemen, and other persons on duty in the Houses of Parliament and the other public offices in Westminster; and generally, also those who are in the employment of the governors.

Mode of admission into these hospital schools, and its effects.

(III.) There is not, I believe, in any one of these hospital schools any admission examination. Nothing is required of the children on admission, not even to be able to read or know their letters. The result is, as a master of one of these schools explained to me, and as I had abundant means of noticing in the course of my own examinations, that the majority of these boys come in at the age of eight or nine years totally ignorant. "Their parents," he said, "look forward to getting them before they are 10 years old into "this or one of the other hospitals, and make no attempt to "educate them previously. There is a certain class of persons "who can always make pretty sure of getting their children in. "Such are messengers in the House of Commons or House of "Lords, or persons in the employ of the governors. Hence the "standard of the whole school is lowered; unnecessary sub-"divisions of the lower part of the school have to be made, and "the master's time is frittered away in teaching first rudiments." This master was himself a good teacher, and made the most of the material with which he had to deal. In the case of this hospital, the latest age of admission is 10 years; but there is another where it is extended to 15 years without any examination being required of boys when admitted. Here the evil is, of course, still greater. Thus the presentations to these hospitals act with a certain class of parents as a direct encouragement to idleness and neglect of their children's education; for the chance, which becomes in some cases almost a certainty, of getting a presenta-

tion, leads them to save the expense of sending their children to an infant or elementary school, and generally to be indifferent to parental duties, the whole burden of which will so soon be borne by the hospital. The number of applications which are made to the governors for presentations, being always greater than the number of vacancies in any given year, of course induces them to give the presentations to those whose children are nearest the age of superannuation, and who, therefore, will not have another chance. Hence arises the phenomenon, which I remarked in examining these schools, of boys of nine and 10 years old, and in some cases even older, totally ignorant of the rudiments of English. The result in such cases is curious, and may be thus expressed. Suppose a boy's parent had no chance of getting him into the hospital, he would send him to an infant school at five or six years old (probably earlier ; but say five years old). Then, in course of time, he would be transferred to a boys' school, and would remain there till he was 12 years old. He would thus get some six or seven years of education. As it is, he is admitted into the hospital, totally ignorant, at nine years old, and superannuated at 14 ; he thus gets only five years of education. It may be said that he learns in those five years more than he would in the other seven, on account of the greater maturity of his body and brain. I do not think this is the case to any great extent, because there are other disadvantages of hospital life which counteract the benefit derived from the greater age of the children and the greater amount of time given to their instruction.

Subjects taught in them.

(IV.) The curriculum in the boys' schools of these hospitals is very various in the different schools. In some, as in those of Emmanuel Hospital, and the Grey Coat Hospital, in Westminster, it consists of reading, writing, dictation, arithmetic, religious knowledge, English grammar and history, and modern geography ; no Latin, French, Euclid, or algebra being taught. In others, as in the Green Coat Hospital, Westminster, history and geography are not mentioned in the statutes, and are taught only to a slight extent. In others, as in Bancroft's and Aske's Hospitals, Latin, Euclid, algebra, and French are added to the English subjects. It seems clear that boys who stay in school till they are 14 or 15 years old, ought to learn something of either French or Latin, and of algebra and geometry. But in order to do this successfully, the hospitals must provide that their early English education is not neglected. So long as boys are admitted at eight, nine, and 10 years, totally ignorant, they cannot be expected to learn much beyond the range of a national school curriculum.

Comparison between hospital scholars and day scholars.

(V.) The discipline and order in these hospital schools are almost always excellent. The boys are taken from the rough associations of home, and trained to be quiet, respectful, and orderly. In respect of manners, behaviour, and gentle docility, there is no fault to be found with them. But in point of intelligence they are not so satisfactory. The boys never forget to make their bows, or to say "sir." They do not lounge, whisper, prompt, or put their hands in their pockets and their feet on the

benches as boys in elementary day schools often do; but, on the other hand, they show much less quickness and intelligence under examination; they are much more apathetic and drowsy than day scholars. They want life and spirit. They do not exert themselves to answer when questioned by an examiner, whether he is their own teacher or a stranger. This is partly due to the fact that they are not used to examinations, and partly to the isolated monastic life which they lead. The remarks which I have already made at page 315 apply equally to these hospital schools. They are either not examined at all, or in a very unsatisfactory, perfunctory, unsystematic manner. No printed questions are given; the examination is almost always oral. Nothing depends on its result. The master of one of these schools thus speaks of the examination: "The examination is altogether oral, and is a very hurried and unsystematic affair; being conducted in the presence of some of the governors, who frequently interrupt, putting irregular and trifling questions. The examiner does not keep within the limits of the work of the year, but wanders off into collateral subjects.* The prizes, which are distributed at this meeting, have been already adjudged by the master to the boys whom he considers most deserving. Hence nothing depends on the results of the examination, and the boys, knowing this, do not exert themselves. The examination, in fact, is nothing more than a little entertainment for the governors and their friends." This description would apply pretty correctly to several of these schools, and indeed to some of the grammar schools also. A great improvement would be effected in the teaching of the masters and the diligence of the boys if these schools were regularly examined by qualified persons. Another great improvement would be the admission of day scholars to these schools. Not only would a step be thus made towards supplying the great want of middle education of the third grade in these localities; but the admission of day scholars would be a decided benefit to the foundationers themselves. It would enlarge their sphere of competition and observation, and much increase their activity and intelligence. This reform is, I believe, greatly desired by some of the masters of these hospital schools. One or two of them, indeed, suggested it to me, and pressed the subject on my attention: and the Commissioners will observe, on reference to my Report on the middle education in some towns of Scotland, that the same system is recommended by the House Governor of Heriot's Hospital, Edinburgh. Nor is the system proposed entirely without precedent. One of the tenants of Aske's Hospital informed me that he himself had been a day scholar in the hospital school some 25 years ago, and that it was then usual to admit day scholars, although the practice has since been discontinued. Bancroft's Hospital was, I believe, intended by the founder for day scholars

Want of examinations of hospital schools.

The admission of day scholars would be an improvement.

* Is this because he has omited to read carefully through the work which the boys have prepared, and trusts to his own general information and knowledge? This is not an uncommon defect in the oral questioning of unprofessional examiners.

only, though it is now used exclusively by boarders; and its conversion into a boarding school is an alteration effected by the governors, the Drapers' Company, in consequence of the increased value of the property. If day scholars were admitted into these hospital schools, at a fee of about 3*l.*; if a certain proportion of the foundationers were elected by competition from among those day scholars; if a minimum age for admission were fixed, and all candidates for presentations to the foundation were required, if one year above the minimum age, to pass a moderate admission examination, graduated according to age; and if the schools were regularly examined by independent and qualified examiners, and the results of those examinations were published, the usefulness of these institutions would be largely extended and increased.

PART III.—BOYS' EDUCATION. PROPRIETARY AND PRIVATE SCHOOLS, pp. 340–380.

I. Proprietary Schools.

Proprietary schools for boys. Reference to Map, p. 240.

I have already in my educational sketch of the London postal district (pages 341–2), given a list of the principal proprietary schools which I find in it. A reference to the map of the district will show their position, and that they are on the whole, as might have been expected, more evenly distributed throughout the different sub-districts than the endowed schools are.

Sense in which the term proprietary school is employed.

It is not necessary that I should here enter into any minute description of what "a proprietary school" is. The term is employed with almost as much vagueness in this country as that other much abused expression, "a public school." The most usual meaning of the name "proprietary school" is a school which is started, conducted, and governed by a joint-stock company. It would not, however, be satisfactory to follow that definition of the term, because it excludes all those schools which are the property of single persons distinct from the teachers who instruct in them, and of which there are not a few in this district. I have therefore followed the definition adopted in the instructions of March 1865 (see page 238), and have considered as "*proprietary schools*" all those *schools which not being endowed are private property, but are owned by single proprietors or proprietary bodies, distinct from the schoolmasters.*

Difficulty of classifying proprietary schools.

And here it will be obvious that in reporting on the proprietary schools in this district, I must adopt a treatment somewhat different from that which I have followed in reporting on the endowed schools. In the first place it is impossible for me to give any complete or systematic general account of the proprietary schools. I have the greatest difficulty in many cases in ascertaining whether a school is proprietary at all, or ought rather to be described as private; and indeed I have strong reasons for thinking that at least one of those given as proprietary schools in my map,

page 240), is only proprietary in name, and is really the private property of the head-master. The same difficulty arises when I attempt to give any classification of the objects of proprietary schools. Almost all endowed secondary schools have only one leading object, namely, the liberal instruction of youth, and on this account I have found no difficulty in giving a general classification of the grammar and other endowed schools in London. But the objects of proprietary schools are much more complicated. Sometimes they are part of a great missionary scheme; sometimes of an attempt to diffuse a knowledge of political economy. Some have been founded to supply a real educational want in a parish or district of London, or among the members of a certain profession or occupation, such as commercial travellers, while others have been the result of clerical agency, or a desire to promote the spread of instruction in the Church catechism or doctrines. Some have been the result of attempts on the part of Protestant Dissenters, Jews, Unitarians, Roman Catholics, and others, to supply their children with the means of education in harmony with the doctrines and discipline of their respective sects; while others are expressly intended to be open to the members of all sects. In short the objects of these schools are so various and complicated, and the difficulty of ascertaining the precise character of some of them is so great, that I cannot hope to give any complete or systematic general account of them.

Reasons why it is not proposed to report minutely on proprietary schools.

In the second place, it seems undesirable that I should particularize the shortcomings of individual proprietary schools by name, or give any such minute criticism of the defects in their constitution, management, or instruction, as that which I have not shrunk from giving in my reports on endowed schools. Endowed schools are in many respects public property. Their endowments represent so much withdrawn from the common wealth, and appropriated to the purpose of educating the young. The public has therefore just as much right to criticize them through the agency of its duly appointed officers as it has to criticize the elementary schools which receive parliamentary grants. But proprietary schools are not public property in this sense. They represent the investments or the risk of private persons still living, and their shares or their goodwill are private property. No doubt the larger, the more conspicuous, and the better managed among proprietary schools have many affinities with public schools; but so also have large private schools, which are avowedly the property of their teachers. Large proprietary and large private schools, like railway companies, or joint-stock banks, cannot altogether escape public responsibility and public surveillance; but still the element of privacy is much stronger in them than in endowed schools, and though perhaps it would be difficult to demonstrate the exact point at which we are to discriminate scholastic publicity from scholastic privacy, yet it will, I think, be generally admitted that proprietary schools ought like private schools to be treated by a commission of inquiry with more reticence and reserve than may be considered due to endowed schools.

In the third place, it must be remembered that my knowledge of the proprietary schools is not so great as of the endowed schools. I visited all the endowed secondary schools in London, and conducted some examination in most of them, but I was quite unable to carry out such a thorough investigation of the condition of proprietary and private schools. There are several important proprietary schools in London which I had not even time to visit, and many which I visited but had not time to examine.

I shall therefore not attempt to give any general or systematic account of proprietary schools in this district, but shall confine myself to pointing out some of the facts in regard to them which seem to me most worthy of the Commissioners' notice. I do not in the least regret having bestowed the greater part of my time and labour on the endowed schools, not only because I conceive that in so doing I was actually following the letter and the spirit of my instructions, but also because it seems clear that the endowed schools are more important than the proprietary schools in this district, are more in need of reform, are more capable of being reformed by an external and authoritative superintendence, and therefore are likely to furnish a more practical return for the labour and expense of investigating their condition. With proprietary, as with private schools, little can be done by authority, at any rate in the present tone of English feeling. It will be sufficient work for this generation to place the educational endowments of this country in a train of becoming more really useful to the public. Such a great but salutary reform would not be worked out without considerable influence for good upon the majority of proprietary and private schools.

The proprietary schools, founded about the year 1830 are among the most remarkable in this district.

Among the most remarkable proprietary schools of this district are those which were founded about the year 1830, chiefly by clerical agency, for the purpose of supplying to the children of the localities in which they were placed, as well as others, an education preparatory to professional life and to residence in the old universities, in accordance with the doctrines and discipline of the Church of England, and at a cheaper rate than that at which it could be obtained at the great public schools. The Islington Proprietary School, the Blackheath Proprietary School, the Kensington Proprietary School, and the Hackney Proprietary School, are examples of this class of schools. Most, if not all of them, were intended to prepare for the universities of Oxford, Cambridge, and Durham, as well as for those liberal and other professions which do not necessitate an university degree. Hence they are designed rather to be upper than middle schools; and some of them, such as Kensington, Blackheath, and Islington, still maintain this character, and contend on equal terms, and not unfrequently with success, against the great public schools, for the highest prizes which Oxford and Cambridge offer to freshmen. Others have been unable to maintain this position, and have fallen into the condition of middle schools, without, however, in some instances, recognizing the principle that they ought to alter their curriculum so as to suit their altered circumstances ; and are thus

e.g. Kensington, Blackheath, Islington, &c.

These schools are Church of England schools and are designed to prepare for the Universities of Oxford, Cambridge, and Durham.

more or less inefficient classical schools; while others have quite failed to keep their heads above water, and have either been closed, or, having been sold by their original proprietors to private adventurers, have become strictly private schools. The following brief notes on five of these schools, which may regarded as representatives of their class, may help to illustrate the general conclusions regarding proprietary schools which I shall presently place before the Commissioners.

Some have failed, while others still continue to maintain this character.

Kensington Proprietary School is a school of the first grade (see p. 257.) It was opened in 1831, and is not a commercial speculation, all surplus funds being applicable to the benefit of the school. It is both a day and a boarding school. The scholars are chiefly the sons of professional men. Sons of resident tradesmen are not admitted. There is no admission examination strictly required. The classification is duplex by classics and mathematics. The position of a scholar in French depends on his knowledge of classics. The school has a few exhibitions to the universities of Oxford and Cambridge, but is not very well supplied in this respect. Nevertheless the school has done well, particularly so in the last few months at the universities.

Notes on the condition of five of these schools.

1. Kensington.

Islington Proprietary School is a school of the first grade (see page 237). It was opened in 1830, and is not a commercial speculation, there being no division of dividend, but all surplus funds being employed for the improvement of the school. It is a day school, though the masters are allowed to take boarders. It is socially exclusive, though not so strongly so as some proprietary schools. The children of tradesmen not resident in the locality are admitted, but not those of resident tradesmen. There is an admission examination, not, however, graduated by age. It consists simply of *ability to read and write*. The classification of the scholars is uniform by classics, *i.e.*, the position of a scholar in mathematics or modern languages depends on his knowledge of Latin and Greek. The school is poor, wants exhibitions greatly, and finds much difficulty in competing with well-endowed schools. Nevertheless the scholars have done well at the universities under the present head-master. There is a modern department attached to the school, but it did not appear popular, only four boys being enrolled in it at the date of my visit. Buildings are decidedly good for a school in London.

2. Islington.

Blackheath Proprietary School is a school of the first grade. It was opened in 1830, and is not a commercial speculation, there being no division of dividend, but all surplus funds being employed for the benefit of the school. The points chiefly worthy of notice in the rules and regulations are (*a*) that the annual fee for tuition is 20*l.* with 20*s.* additional towards the maintenance of the *exhibition fund;* (*b*) that there is a minimum admission examination, but not one graduated according to age; (*c*) that an examination of the pupils is to take place immediately before the Midsummer vacation, on a plan to be formed by the head-master and approved by the committee; (*d*) that the head-master must be a clergyman; (*e*) that he may *suspend* offending pupils, but must forthwith *report*

3. Blackheath.

such suspension with the cause thereof to the visitors, for the information and decision of the committee of management, who, if they see fit, may expel the offending pupil. But the proprietor on whose share such pupil was admitted *shall have the right of appeal to a general meeting of proprietors*, to be convened for that purpose. The school has exhibitions to the universities, and scholarships tenable at the school, and is well supplied in this respect. The pupils of this school have done well of late years at Oxford and Cambridge, and in the competitive examinations. There is a modern department in the school which is well filled and ably conducted.

4. Hackney. *Hackney Proprietary School* is no longer a school of the first grade; the scholars are almost entirely of the second grade. It was opened in 1830, and is not a commercial speculation, all surplus funds being applied to the benefit of the school. It is a day school; the master has the right to take boarders, but he has no adequate house for that purpose. The first and second masters must be clergymen of the Church of England. The school is socially exclusive, the sons of tradesmen resident in Hackney not being admissible. The sons of non-resident tradesmen are admitted. There is no admission examination required. The parents of the scholars are chiefly in business. The classification of the scholars is uniform by classics; classical knowledge determining position in in all other subjects. The school is poor; it keeps up the curriculum of a classical school, without having scholars suited to that grade of education. There are no exhibitions to the universities, or scholarships tenable at the school. The school has not been distinguished at the universities. The buildings are moderate. The population of Hackney has undergone change of recent years.

5. Stepney. *Stepney Proprietary School* is now carried on as a private school. It was opened as a proprietary school in 1833, but ceased to be proprietary about 1863. Several reasons were given for the failure of the school as a proprietary school, which I am unable to state without risk of injuring private interests. Probably, however, the change in the character of the population, and the low rate of fees it was necessary to charge, are enough to account for the non-success of a school the object of which was to give a classical education.

Causes which have affected the condition of these schools. It will be seen that of these five schools the first three are flourishing, but that the fourth is not very successful, while the fifth has failed to maintain itself as a proprietary school. I have endeavoured in these and other cases to investigate carefully the causes of success or failure, and I have come to the conclusion that in almost all cases non-success has been occasioned partly by defects in the head-master, and partly by unavoidable general and local causes. I have not been able to find any sufficient evidence of failure caused by undue interference on the part of directors; nor do I think that generally in London the control of directors interferes more injuriously with the conduct of proprietary schools, than that of trustees does with the conduct of public schools. In those proprietary schools which I visited I did not remark any laxity of discipline, or hear of any complaints on this score.

Most directing bodies have the good sense to make the head-master absolute in respect of punishments, except in case of the punishment of expulsion, which the head-master has not generally the power to inflict without the sanction of the whole body of proprietors. The cases, however, for which removal from the school is considered necessary are in the present day rare in all large schools. Very few even of the endowed schools in this district venture to carry out the "removal system" of which I have spoken at page 283. With the exception of one or two of the great public schools in this country, most schools expel only for such offences as stealing, drinking, and the grosser vices, or for breaches of discipline; and I have no doubt that almost all proprietary bodies would support their head-masters in expelling for such offences. Theoretically, unless a school is the private property of the head-master he *cannot* be absolute in his government; but a judicious and successful head-master easily gains the confidence of his directors or trustees, and finds himself empowered to carry out almost anything which he may propose. In fact, the case is much the same with proprietary as with endowed schools; their success depends principally on the quality of their teachers. A really able, learned, energetic, and conscientious head-master will cause a school to succeed even under discouraging circumstances; and I do not think that there is in the mere nature and constitution of proprietary schools anything to prevent effectually the success of such a man. No doubt the prospects of proprietary schools of this class, which endeavour without the support of any endowment to give a high classical education, are not on the whole so good as they once were: therefore, if any among them maintain their ground well against the endowed public schools, such success is a very high testimony to the zeal and ability of their teachers. When these schools were first established the great prizes at the old endowed public schools, such as Eton and Winchester, had not been thrown open to public competition. Those great and rich foundations were still close corporations, managed chiefly for the benefit of a few families closely allied to one another by social or kindred ties. Endowed schools generally had not been reformed, and there was a deep dissatisfaction in the public mind with the manner in which they were supposed to be conducted. Moreover, the railway system had not yet even begun to work that great revolution in society and opinion which it has now almost effected. No general desire for "modern instruction" had as yet declared itself, and the universities or the Church offered still almost the only employment which was open to "gentlemen;" consequently these schools, whose aim was to prepare for the universities, and which were professedly in connexion with the Established Church, and which offered the only education then much appreciated—a classical education—at reasonable charges, and with genteel exclusiveness, had an excellent prospect of success. It is unnecessary to describe the steps by which this condition of things has been changed. But I wish to take this opportunity, in connexion with my inquiry into

The present condition of these schools suggests two important considerations, viz. 1. That the uneven distribution of endowments among schools of a similar class is a real evil.

the general causes which have injured the prospects of these proprietary schools, to point out two very important considerations which have a bearing on the future of education in this country, and which have been forced upon my notice by my investigation of the condition of proprietary schools.

The first of these considerations is, *that the uneven distribution of endowments among schools of a similar class is a real evil.* The head-master of an upper or classical school, however able and conscientious he may be, cannot hope to win real distinction for his school and himself unless he contrives to attract boys of first-rate ability to the school. If he gets boys of only second-rate ability, but is diligent and able, he may succeed in winning open scholarships at inferior colleges, and in obtaining middle places in the Indian or other competitive examinations; but he will not make a real figure in the scholastic world, unless he contrives to obtain first-rate material with which to work. In consequence we see now the phenomenon of schools and colleges everywhere increasing the number and value of their scholarships or exhibitions, and bidding against one another for clever boys. And this competition among rich schools for clever boys really seems not unlikely to come to such a pass that poor or unendowed schools will be almost doomed to a perpetual obscurity, and really talented men will be less and less willing to undertake the office of teacher in circumstances where they perceive that their talents are not likely to win public recognition. In short, any great preponderance of endowment in a few localities or a few schools may become a serious discouragement to less wealthy localities, or schools, and a real obstacle to the general educational progress of the country. If teaching talent, or the need of it, increased in proportion as the natural genius of the pupil is increased, there would be more to be said for the accumulation of endowment in a few favoured establishments; but the reverse is the case. The average or the inferior intelligences are they for whose developement the greatest talent is required, not the exceptionally superior intellects. Genius will come to the front, as history has amply shown, even with inferior means of education. It is for the instruction of children of moderate capacity that the admirable teacher is required.

2. That the country does not possess any adequate means of bringing to light the success of schoolmasters with boys of average or inferior capacity.

And this leads me to the second consideration, which is, *that the country does not possess any adequate means of bringing to light the success of schoolmasters with boys of average or inferior capacity.* The success of a schoolmaster with a dull boy, or one of average capacity, such as is exhibited by getting him into an open scholarship at an inferior college, or into a low place on the list of successful candidates in a government examination, is the most genuine triumph of real scholastic ability, and is far more valuable to the country than the most brilliant training of talented boys. It is the highest and the most valuable proof of scholastic ability; yet it is generally unrecognized and unrewarded by the public. The success of an obscure or unpopular school in winning a Balliol scholarship is universally noticed and widely published

throughout the country, and goes far towards raising that school into a first-class position. But few persons take any notice of a scholarship at an inferior college won by a pupil from a country grammar school, though that result may have required much more talent in the schoolmaster than the preparation of a talented boy for the Balliol scholarship. Teachers of poor and generally of middle schools have often complained to me that they require some public test of ability shown in the instruction of boys of average capacity.

Local causes have also affected these schools.

The general causes which have tended to lessen the popularity and prosperity of the clerical proprietary schools have in some instances been intensified, in others counteracted, by local causes. In the case of Hackney, for example, and notably in that of Stepney, the migration of the professional and wealthier classes from these into more distant suburbs of the city has withdrawn much support from the schools. A school which is so exclusive, so tied up with clerical and classical restrictions, as Hackney proprietary school, could hardly succeed unless it were placed in the middle of an exclusively professional population; and even if there were no other reasons, the change in the population of that neighbourhood would be sufficient to account for its decay. The case is of course stronger with Stepney. On the other hand, the Blackheath proprietary school happens to have been placed in a singularly fortunate situation, one which has a very large resident professional and wealthy population, and which offers many attractions to parents non-resident, so as to induce them to send their sons as boarders. Blackheath is one of the most popular of the London suburbs; and in this fact is partly to be found the reason why the school has not diminished in popularity, and has indeed shown singular elements of vitality, having outlived at least two serious crises.

The proprietary schools established in connexion with London colleges are also important, *e.g.*, King's College School, University College School, Philological School.

There is another interesting and important class of proprietary schools in this district, consisting of those which have been established in direct connexion with the colleges of the University of London, such as King's College school, University College school, the Friends School at Tottenham, the Philological School, and several others. Some of these schools are of the first grade, and others of the second; and they all more or less work with a view to the examinations of the University of London. I shall give a few notes about one of them, *the Philological School*, which is one of the best specimens of the middle schools of the second grade in this district. This school is sometimes called an endowed school, but it is not really endowed in the usual English sense of the term. There is no property held in trust for the school, which is supported entirely by donations, subscriptions, and fees of pupils. The reason why it has sometimes been considered an endowed school is that there is a provision in the regulations of the school that out of its annual funds a certain number of scholars shall be educated at a very reduced rate, and such scholars are said to hold scholarships tenable at the school. This regulation does not, however, rightly bring the school into the category of

Notes on the condition of the Philological School.

endowed schools. The sons of parents in reduced circumstances, such as decayed tradesmen and the like, are alone eligible to these scholarships. The buildings are excellent for a London school; the order and discipline very good; and the school is managed and taught with judgment and ability. The following features in the management or teaching of the school are interesting:—

This school presents several interesting features.

(*a*) The discipline, which is evidently good, is secured entirely without corporal punishment. There is no regulation of the school against corporal punishment, but it has, under the present master, grown practically into disuse. Discipline is secured by means of a system of marks, and the personal influence of teachers and monitors.

(*b*) The school does not attempt special preparation for business or trade. Its object is avowedly the best *general* education for boys leaving school about 16 or 17. For this purpose arithmetic and mathematics form the most important subject, what may be called the backbone of the instruction, combined with Latin, French, German, &c.

(*c*) The teaching in arithmetic, mathematics, Latin, and French, is decidedly good. The school is very popular, and at the date of my visit was increasing in numbers. *One of the boys who was recently the best mathematician in the school is now a butcher near Cavendish Square.* Some boys go from this school to finish at the City of London School.

(*d*) The school is a day school, but the masters are not forbidden to take boarders, *The masters are all laymen.**

(*e*) The school year is divided into three terms, but a very small amount of vacation is given. The school hours are from 9 to 12 on Wednesdays and Saturdays; from 9 to 3.30 on other days.

(*f*) The ordinary fees are 9*l.* a year, or 3*l.* a term, payable in advance. No extras except drawing, which is 5*s.* a term.

(*g*) The school is examined every year at Midsummer by independent examiners, when a large number of prizes and scholarships are awarded, and every boy in the school is ranked by marks which are given in accordance with good conduct and diligence during the preceding term, combined with the results of the examination, in nearly equal proportions. At the close of the two other terms the boys are arranged according to marks gained throughout those terms.

Especially two, viz.,
1. That arithmetic occupies a prominent place in the instruction.
2. That the masters are all laymen.

This school has been established in a part of London (Marylebone towards Paddington) where there was a great want of a good public middle school of the second grade, and it is doing an excellent work. The above-mentioned features, and especially the fact that *arithmetic occupies a prominent position in the teaching*, and that *the masters are all laymen*, are sufficient to account for the popularity of the school and the willingness of tradesmen to pay 9*l.* a year for the instruction. The price is, however, of course beyond the reach of the lower middle class.

To the work of most of these proprietary schools of the second grade, and to that of some of the first grade, much point and stimulus is given by the examinations of the University of London. The benefits which this university has conferred upon secondary

* Compare my Report on Secondary Education in Scotland, App. III., p. 114.

education are very great, especially within this district. It has raised the tone and standard of proficiency among masters of these schools, has given a stimulus to schools which, from being used by Roman Catholics or Dissenters, or owing to the early age at which their pupils were obliged to leave, were without the reach of the influence of the Universities of Oxford and Cambridge. The work of the University of London is, however, so well known to the Commissioners and the public that I need say no more about it here. It is only to be regretted that the colleges in connexion with that university do not exert themselves more to secure the efficiency of the schools which are affiliated to them.

The University of London has done much to improve proprietary schools of the first and second grades in this district.

These proprietary schools of the first and second grade are on the whole, with few exceptions, useful institutions, and might with a moderate amount of endowment be rendered still more efficient. I am not of course in a position to say whether, if there were any funds to be distributed, any of these schools would accept an endowment; but I think that there are several which, if they would do so on the condition of public examination, would help greatly towards forming a complete supply of secondary day schools. Within the 12-mile radius of the London postal district the condition of these schools is, I think, on the whole, at least as good as that of the endowed schools of the same grades. The reforms they require are such as should make them more available to the general public, and should give the public more guarantees for their efficiency.

Proprietary schools of the third grade.

I have already mentioned the great difficulty in ascertaining, in the case of many schools, whether they are proprietary or private. This difficulty exists not only in the case where the school is the property of one or two persons, and where therefore the question whether it is a proprietary or private school must be decided by ascertaining whether the proprietors abstain altogether from teaching in the school; but also in the case of some more apparently public schools, I have sometimes found on close investigation that though the semblance of ownership by a body distinct from the head-master is kept up in order to secure public confidence, the schools were after all the property of the principal teachers, and that the supposed proprietary body was a mere dummy. In face of this difficulty, I am somewhat unwilling to make any general statements respecting the number or supply of proprietary schools in this district. I think, however, that I shall not be far wrong in asserting that the number of proprietary schools of the third grade, that is, for boys who go into offices and business in their 14th–15th years is very small in London. I believe that when I have named the Birkbeck schools in Kingsland and Peckham, the middle school of the Home and Colonial Society near King's Cross, those of the (Congregational) Training College in Hackney, the Westminster and Pimlico Commercial School, and a certain number of denominational schools, such as the Friends' School at Croydon (Quaker), St. Joseph's College, Clapham (Roman Catholic), &c., that I have almost exhausted the list of proprietary schools in London which

There are very few of these in this district.

Many children of this grade obtain their education in the elementary schools.

can be said to be strictly of the third grade. It must, however, be remembered that as a matter of fact a large number of middle scholars of this grade are taught in schools or institutions which are primarily meant for the education of the labouring poor. The London Normal Schools, for example, such as that or St. Marks Chelsea, that at Battersea, that in the Borough Road, and that in Horseferry Road, Westminster, have what are called "model schools" attached to them, in which the students who are in training are expected to study the best methods of primary education, with children of decent parents and of intelligence rather above the average of that of children in primary schools. Again, a great many elementary schools in London, especially those belonging to Nonconformist bodies, and those in connexion with the British and Foreign Society (commonly called British Schools), have an upper division or a special class for boys of this grade. Many of the more careful and sensible parents of the lower middle class avail themselves of these opportunities for giving their children a sound elementary education. Before the revised code was introduced there was a much greater number of the children of the lower middle class in schools for the labouring poor than there now is; because, according to the system of distributing the Parliamentary grants which was in force under the old code, the public money was given in such a manner that a school gained as much of it for educating these middle children as for educating the children of the really poor; and of course, as these children paid their fees more regularly, were cleaner, and generally gave less trouble, there was a tendency on the part of managers and teachers to accommodate the teaching to their requirements; and in most cases they had not to pay any more for their schooling than that which was charged to the children of the poor. Parents of the lower middle class care for little except English instruction; and many of them, though they greatly disliked the mixture of their children with those of labourers, overcame their caste feelings for the sake of the cheapness of the education which these schools offered. Some, no doubt, had also the sense to appreciate the superiority of this education, with its careful management, its trained teachers, its well-arranged and comfortable schoolrooms, and its government inspection, to anything that private adventurers could offer. Hence these schools were much frequented by the lower middle class. But since the revised code was introduced, which institutes a strict inquiry into the social condition of the scholars educated in schools claiming grants from the state, which refuses payment of public money to a school in behalf of such scholars as are clearly of the middle class, and which makes it necessary for the master to bestow much of his time on teaching the mere elements to the poorer and more backward children, managers have found themselves compelled to charge a higher fee to these middle scholars, and at the same time to give less attention to their interests. This has once more turned the balance in favour of private schools with this class of parents, who, unless it is made strongly their interest to

But this has been less commonly the case since the revised code was introduced.

prefer the public school, generally favour the private adventurer, since he knows how to humour their prejudices, and his establishment is considered more select and genteel. The number of children of the lower middle class is not therefore now so great in elementary schools as it was a few years ago; and the want of good public schools for scholars of this grade is, as I have mentioned in Part I. of this Report (page 304), one of the greatest educational wants of London. While I am writing this Report I believe that efforts are being made by several bodies to supply this want, and especially by the National Society and by the new Middle School Corporation of London, which has recently been set on foot by Mr. Rogers, the rector of Bishopsgate.

The condition of proprietary schools of the third grade is much better than that of endowed schools of the same grade.

I have been at some pains to visit as many of these proprietary schools of the third grade as I could discover, and to obtain returns from them; and I proceed to state the general conclusions to which I have come concerning them. Compared, as to their general condition, with the endowed schools of the third grade, these proprietary schools of the third grade which I have visited have a decided advantage. Being mostly newly-established schools, their buildings and premises are much better on the whole than those of the endowed schools. Some of them, as the Birkbeck schools (on which see Appendix VII.), have excellent premises, and are admirably furnished with apparatus. Most of them are day schools; but at one Roman Catholic school of this grade, which is a boarding school, I noticed a simple and inexpensive contrivance for securing privacy to the boys in their bedrooms, with the strictest general surveillance. The teachers in these schools are also, on the whole, better than those in the endowed schools of the same grade. Some of them have been trained as teachers of elementary schools, and consequently have some knowledge of method, though deficient perhaps in other important qualifications. The books, too, and methods used in these schools are better than in the endowed schools of the third grade, and so is the teaching. No doubt improvement might be made in the condition of these proprietary schools of the third grade, as well as in that of the endowed schools, if some suitable stimulus could be applied to them, and if certain other advantages could be offered to them. But their condition is, on the whole, decidedly better than that of endowed and of private schools of the third grade, and some are really excellent and highly useful establishments. I reserve the consideration whether anything might be done to improve them for the conclusion of this part of my Report.

Though there are some respects in which they need improvement.

II. Private Schools.

Private schools for boys.

The Commssioners will easily understand that it is impossible for me to give an exhaustive account of the condition of the private schools for boys in this district. Although I have issued "Schedules of Inquiry" to upwards of 500 private schools in London, and have received replies from upwards of 200 of them, there still remains a very large number of private schools in London to which my inquiries and investigations have not

extended. In order to conduct a complete investigation into the condition of private middle schools in London, I should have required a considerable extension of the time at my disposal, and the assistance of a staff of clerks or sub-examiners. Even then I could not have hoped to give a completely exhaustive account of these private middle schools. I might no doubt have succeeded in giving a tolerably exhaustive account of those which belong to the first and second grade; but I should never have obtained thoroughly complete information about those of the third grade. These schools are so numerous, so obscure, frequently so small, and in many instances so opposed to inquiry, that the difficulty of obtaining satisfactory statistics as to their numbers and condition would have been gigantic. Moreover, in order that any statistics concerning the supply of such schools might be really satisfactory, it would be necessary that the investigation should, like a census, be conducted simultaneously and with rapidity in several different quarters of London. The existence of some schools of the second grade and of very many of the third grade is most ephemeral, and consequently, though it is probable that the general supply of them in this district maintains a pretty constant ratio to the fluctuations of the population, a statistical inquiry which extended over some months would be likely to mislead.

Difficulty of ascertaining facts respecting private schools.

The Commissioners will be the best judges whether such an elaborate inquiry would have repaid the time, trouble, and expense which it would have cost. My own opinion is that it would not. Although no doubt a considerable advance has been made of late years in England in the appreciation of the value of educational guarantees, and though there is less distrust than formerly of state control in educational matters, yet I find the feeling almost universally prevalent in this district, that any direct parliamentary interference with private schools, by way of *compulsory* inspection, or otherwise, would create the deepest and widest dissatisfaction; and in fact that a measure embodying such proposals would not have a chance of passing through Parliament. I have observed indeed during the course of this inquiry that some of the newspapers have complained that our investigations were pushed at all into the region of private schools. Such inquiries have been stigmatized as a superfluity, and as a useless waste of time and money. This, however, is an obvious mistake. It was necessary that some investigation should be made into the condition of private schools, in order that the diagnosis of the condition of public schools might be faithfully effected. The assistant commissioners would have had very little insight into the real relations of the grammar schools to a large and influential portion of the middle classes, if they had not made some comparison of them with private schools. It is only by studying the condition of private schools that we can ascertain with certainty what are the real wants and tastes of that large portion of the middle classes which has lost faith in public school education, and declines to make any use of the grammar schools. Without this portion of our investigation our inquiry would after all be only one-sided; we should have left the educational wants and habits of a large

Reasons why it was necessary to make inquiries into the condition of private schools, and to report upon them.

portion of the middle class unnoticed, and should have obtained only an imperfect view of the general educational condition of the middle class.

Statement of the data upon which the following report on private schools is based: (*a*) Returns; (*b*) Inspection; (*c*) Correspondence.

The conclusions in regard to the condition of private secondary schools for boys in this district which I shall now have the honour briefly to submit to the Commissioners are based (*a*) upon a careful study of returns from upwards of 200 of such schools; (*b*) upon the results of my visits of inspection and examination to about 50 of them; and (*c*) upon a very large amount of correspondence and conversation with principals, assistant masters, and parents of boys in such schools. In carrying out this part of the inquiry I have endeavoured to adhere closely to my instructions. I did not ask permission to examine the scholars in all the private schools which I visited. But I did so in several specimens of each type of school that I visited, and in such cases I took care to push my examination far enough to be able to feel quite sure of my results; and most of the conclusions which I have formed in respect of the teaching and intellectual condition of these private schools are based upon careful analysis of written as well as oral examinations. I have used the same papers in these schools as in the endowed schools, and have conducted the examinations and inspections as nearly as possible in the same way. I have already mentioned the remarkable willingness which I found among principals of private schools, especially those of the second grade, to permit their schools to be examined. This readiness to place their schools at my disposal could not have arisen from any fear of the consequence of a refusal, because in all cases I was careful to assure the proprietors that no names of private schools would be mentioned, and no clue given to their identification, and that I was only in search of general conclusions. I am inclined to think, as I have already stated (page 253), that the chief cause of these schools being thus opened to me was a real desire on the part of their proprietors to obtain an independent opinion on the condition of their schools. No doubt most of those who admitted me into their schools believed them to be in a good or at least in a fair condition; and, indeed, several of them expressed in no measured terms the disappointment which they felt at the opinion which I had formed after inspection. I have also made a careful analysis of the "Schedules" returned from 130 of these schools, and this analysis will be found in Appendix VIII. It contains interesting matter, representing as it does the account given of themselves by 13 private schools of the first grade, 76 of the second grade, and 41 of the third grade; and I shall have frequent occasion to refer to it in support of my conclusions. I have carefully refrained from inserting any particulars which may lead to the identification of the schools.

Principals of private schools for boys, especially of those of the second grade, were very willing to permit their schools to be examined.

Report on private boys' schools of the first grade.

I visited several private schools of the first grade in this district, the fees for education in which ranged from 50 to 100 guineas per annum. Those which I visited differed so much from one another in quality, that I feel some diffidence in saying anything general about the schools of this class. And yet I believe that the remark made by the Commissioners in their instructions that "many of

Three examples taken.

these schools are so much alike, that to have seen a few of them is to have seen them all," is true to a considerable extent. In order, however, to insure accuracy, I will avoid as much as possible general statements, and give a few slight sketches of the results of my visits to three of these schools. The Commissioners will, I hope, excuse a little vagueness in these sketches, as I am obliged to be careful to avoid saying anything which may lead to the identification of the schools.

First example. A school intended to prepare boys for competitive examinations.

One of these schools is mainly intended to prepare boys for the military and civil services. There are other boys in the school; but the main object and *raison d'être* of the school is to prepare boys for the competitive examinations. The modern system of competitive examinations has in fact called the school into existence. This school prepares mainly for the following examinations:—1, Woolwich entrance; 2, Sandhurst entrance; 3, direct commissions; 4, Indian Civil Service; 5, Naval College at Portsmouth; 6, Marine Artillery; 7, Home Civil Service; 8, open scholarships (chiefly at Cambridge). It is a boarding school and in connexion with the Church of England. The fees are high. The buildings are admirable. No public institution could be better situated, built, or furnished. Almost every detail of the building and premises will well repay inspection. I think I am justified in saying that on the whole they are the best school buildings I have seen in London in the course of this inquiry.

Very well built and furnished,

and having a large and efficient staff of teachers.

The principal and assistant teachers are well qualified for their work, and the assistants are liberally paid. I had the advantage of hearing the principal and some of the assistants teach their classes. The teaching of the principal is excellent, and that of his staff appeared to be at least as good as that of most assistant masters in the endowed and proprietary schools of the first grade. The instruction is not only well delivered, but it appears also to have a remarkable effect on the pupils. I believe the cause of this to be partly the peculiar gift for instruction which the principal possesses, but more particularly the eager desire which is felt by most of the boys to succeed in the competitive examinations. The stimulus of these examinations upon the boys is direct and severe. The masters tell me that as a rule they find no difficulty in getting any amount of work out of the boys, because they are all so eager to succeed in the examinations; and from what I observed of the ordinary working of the school I have no doubt that this is a correct statement. It was obvious from an inspection of this school that these competitive examinations are an important educational force. The only question is whether, owing to their highly technical character, their influence on general education is most for good or evil. I have not had time during the course of this inquiry to go thoroughly into this question, but I found that there was a good deal of dissatisfaction amongst teachers with the Indian Civil Service examination, owing to the alleged multiplicity of subjects and the supposed encouragement of cram by the nature of the papers on English literature. I am not in a position to judge whether this accusation is well grounded, but I frequently heard the opinion

Effect of the competitive examinations on such a school.

expressed, and some schoolmasters begged me to mention particularly to the Commissioners their disapproval of this examination. I did not hear such complaints made against the other competitive examinations, and indeed the principal of the school of which I am now particularly speaking considers that, with the exception of the Indian examination, they are all valuable educational forces, and that success in them requires and implies a good previous *general* education. This is one of the very few private schools which adopts the monitorial system, modelled entirely on the method of Rugby and Marlborough and other public schools. It is like all these semi-technical schools, a difficult school to govern, not in respect of making the boys work, but in respect of *moral tone.* The competitive examinations, which are the life-blood of the school, enable the masters to get any amount of work out of the boys; but in respect of morale there is a peculiar difficulty. The average school life here is *only* two years, and the school receives big boys from all quarters, many of them having been comparatively idle at Eton, Harrow, or Rugby, until the pressure of working for the competitive examinations was put upon them. The problem, however, of governing this naturally somewhat turbulent assembly without a minute system of espionage, and all the evils which accompany it, appears to be successfully solved by the monitorial system. The order, discipline, and tone of the boys seemed to me to be satisfactory.

Peculiar difficulties in the government of such a school.

Successfully solved by the use of the monitorial system.

Another private school of the first grade which I visited has for its principal object the giving of a general education to boys who will enter the professions of the law, surveying, architecture, and others which do not necessarily imply an university career. It also prepares boys for matriculation at colleges in connexion with the University of London. It is both a boarding and a day school, and is unconnected with any religious denomination. That is to say the principal is a layman, and his pupils belong to several denominations of Protestant Dissenters, as well as to the Church of England. The school stands in a quarter of London where there is an endowed grammar school the management of which has been very bad. This private school has practically taken its place, and, as is often the case, is called "the Grammar School" of the locality. The fees are moderate for a school offering classical education, neither too high nor very low. The buildings of this school are fair on the whole, though, like those of most private schools, they consist only of an old dwelling house converted to scholastic purposes. It happened, however, in this case that the dwelling house was spacious, and contained large and lofty rooms; consequently many of the evils so common in the buildings of private schools, and especially prevalent in London, have here been avoided.

Second example. An undenominational school, intended to give a general education to boys not proceeding to the universities.

The principal of the school is an able teacher and disciplinarian. He is a graduate of the University of London, and is known to the general public in other ways than as a teacher. If all the teaching in the school were like his, there would be no fault to find on this

The principal of this school is an able teacher;

but his assistants are not efficient.

score; but here, as in so many private schools, the weakest point of the school is the assistants. They are fairly well paid, better than the average of secondary private schools, but, as is evident, not well enough to secure to the school really well-qualified teachers. One of them has an university degree, but he is not resident in the school. None of the resident assistants has an university degree, and I gathered from hearing them teach that they were none of them well qualified for the work. The school has done well with selected pupils in the examinations of the University of London, and in the Oxford and Cambridge local examinations.

Condition of the school.

The principal taught a class in my presence, and also permitted me to examine the general condition of attainments in the school, which I did both orally and by means of some of the papers in Appendix I. I found very few of the boys learning Greek, and their knowledge of it so elementary that it was not worth examining. In an oral examination in Cicero the highest Latin class showed an intelligent mastery of the actual text, and a sound knowledge of grammar; but they did not know much about the matters incidentally involved in the text, such as the Roman calendar, nomenclature, and other subjects classed under the general designation of Roman antiquities. They were not in this work equal to the best scholars of the first grade grammar schools, but they were better than the residuum of such classes, and considering the condition in which they come to the school showed evidence of clever teaching. One or two of them who had not begun Latin till they were 11 or 12 years old showed at the age of 17 at least as good a knowledge of the language as was possessed by most boys of that age in the endowed schools whose education had been chiefly classical. This class also worked for me the Latin portion of paper VIII. in a very fairly correct and intelligent style, making an average of 45 out of 100 marks allowed. The class also took paper IX., the same that was given at Christ's Hospital and in several grammar schools. They were quite unable to manage the translation into French, but answered the other questions very fairly. The teacher of this subject is a foreigner possessing no degree. The principal informed me that he would be glad to get an Englishman to teach French, but is unable to do so because of the scarcity of Englishmen who have graduated or resided abroad and the high salaries they demand, and partly because the school would "lose caste" if French were not taught by a foreigner, there being a great prejudice on this point among parents. I examined also some classes in history and other English subjects, and in arithmetic, algebra, and Euclid, giving some of the papers in the Appendix, as well as others which are not there. I will not trouble the Commissioners with any analysis of these papers. It will be sufficient to say that I found their dictation to be good, their history fair but not good; and all the other subjects decidedly weak, especially the Euclid and the arithmetic. The general results of the examination confirmed, in short, the impressions I derived from my inspection, viz., that

the teaching by the principal was able and effective, that by his assistants unsatisfactory. I believe this description to be applicable to many private schools.

I have thus given a description of two private schools of the first grade, in one of which the teaching of both principal and assistants is good, and the results are good, while in the other the teaching of the principal is good, but that of his assistants is moderate, and the results are, on the whole, fair. I now proceed to give a brief account of the state of one more school of this class in which none of the teaching is satisfactory.

Third example. An hereditary private school.

The principal of this school has an university degree, and is well informed, but he takes so little interest in his school that it is practically in the hands of ushers. He inherited the schools from his father, and has succeeded to it as to a good property, the income arising from which he values, but the resulting duties he dislikes. His assistants are not well paid, and some of them are evidently ignorant, and of questionable tone and morale. The buildings of the school are fair, but the bedrooms are overcrowded, and I have reason to believe that the discipline in them is bad. The tone of the boys was evidently not satisfactory. They did not appear to have much respect for the principal, though they were quiet in his presence, but the behaviour of one of the classes with an usher was disgraceful. The principal declined to teach in my presence, but he permitted me to listen to the teaching of the ushers and examine the boys. The teaching was very unsatisfactory, and the boys showed very moderate results of instruction.

Very unsatisfactory taught and managed.

Specimens of the work of the boys.

The first Latin class (average age 16, average time in school three years) took papers XIV. and XV. They had been learning those portions of Cæsar, of Arnold's Latin Prose Composition, and of Kennedy's Grammar, to which those papers refer. The second class took paper XVI. Both classes did exceedingly ill, only making an average of 20 out of 200 marks for the paper XIV., and of 30 out of 200 for paper XV. Every one of them failed entirely in the prose (XIV. 4) and most of them were unable to render the passage from Cæsar correctly. The papers were full of mis-spelling. As an example, one boy aged 16 wrote, "succendere means to kill in the sence of buchering," and "the distance across is like from Gall to Briton." Such answers as "He deserves to be loved—mæret amari;" "Ventum erat ad Vestæ—the genitive shows whose ventum it was"—were common enough in the first class. The second class was proportionally as bad. As specimens of their answers on paper XVI., I may mention, "I have a father at home—fui patrem domi," and "fui pater domæ;" "Do not remain two years at Thebes"—non manne dos annos Thebibus;" "Cæsar legendo libro vacabit—Cæsar will call, having read the book." These mistakes were made deliberately on paper by boys of 14 and 15 years old, and showed that the instruction was entirely ineffectual. Having, during the course of my inspection, heard one of the ushers quite at fault in attempting the translation of a simple construction in Cæsar, I confess I was not surprised at the result I need not go further into details. It will be sufficient

to say that almost every subject into which I inquired was unsatisfactory, and that I left the school with the impression that it was thoroughly bad. No endowed school of the first grade in this district is in such a condition.

Conclusions respecting private schools of the first grade.

The conclusion to which I have come respecting these private schools of the first grade is, that a few, a very few, in this district are really first-rate schools, and are doing a most valuable work. That a good many are fair, and, considering their great disadvantages, are giving a tolerably good education; and that some are exceedingly bad. On the whole, I found more good and fair private schools of this and of the second grade than I expected. Before I commenced this inquiry I had heard a good deal of indiscriminate abuse of private schools, and I am inclined to think that the opinion of some people is too absolutely condemnatory of them. There are no doubt many bad private schools of the first and still more of the second grade, but it must not be forgotten that there are also a few really good valuable schools among them, doing an excellent work in places where schools are wanted, and that many more, though they are not first-rate, are not thoroughly bad, and probably only require help to become really good schools. The difficulties with which private schools have to contend are very great. I shall say something about them presently.

A few are good, many fair, some very bad.

Report on private boys' schools of the second grade.

I visited 18 or 20 private schools of the second grade in different parts of London. Some of these were day schools, and some were only used by boarders; but the majority of them were intended for and used by boarders as well as day boys. There has been a great increase of late years of schools of this class, owing partly to the examinations for the Civil Service, partly to the action of the College of Preceptors, and partly to the stimulus given to middle education by the local examinations of Oxford and Cambridge. It is among schools of this grade that the College of Preceptors chiefly exercises its influence, and does the greatest part of its work. Most of the fellows of the college, two of the vice-presidents, the treasurer, and indeed almost all the real executive staff, either are or have been principals of private schools of this grade. These are the schools also which chiefly occupy themselves in preparation for the local examinations.

Much improvement has of late years taken place in these schools.

There can, I think, be no doubt that much improvement has taken place of late years in the condition of these schools. I have heard a great quantity of evidence to that effect, and I think from what I have both heard and seen that there is much truth in the assertion. I speak now principally of boarding-day schools of this grade, for these are the schools of this class which are the most important. If the Commissioners will look at the analysis in Appendix VIII. they will see that of 76 second grade schools the returns from which are analysed, 52 are marked as B. D. This expression means that the school is actually used by both boarders and day boys.* These returns have not been selected by me in order to establish any thesis, but are taken at random

* Sometimes also there are day boarders and weekly boarders included as well.

from among the 200 which were sent to me; and they show pretty conclusively that the boarding, and especially the boarding day schools of the second grade, occupy a most important position among the secondary boys' schools of London. These schools are largely attended by boys from the country, whose parents very often have not the opportunity of availing themselves of day school education. They are also, however, largely attended by town boys whose parents might, if they chose, send them to day schools. I shall not here enter into any discussion of the respective merits of boarding and day schools in the case of parents who might if they chose avail themselves of either. I will only say that it is obvious that a large portion of the middle class is as strongly prejudiced in favour of boarding schools as another portion appears to be in favour of day schools; and there are probably often good reasons for each preference. In order to avail himself properly of the education offered by a day school, a parent ought not only to be able to guarantee his son a quiet place in his house at regular hours for preparation and study, but ought also either himself to superintend and take a direct interest in all the work that he prepares for school, or to pay some domestic tutor to do so. The payment of such a tutor is of course expensive; and I doubt greatly whether, in the present condition of culture among the middle classes, most parents have either the will to make the sacrifices which a strict superintendence of a son's studies requires, or have the knowledge and information requisite to enable them to do so. Another reason which has been alleged to me by tradesmen for preferring boarding schools, is that they are *too busy* to give any time to their children's education. I do not attach much importance to this complaint. It is true that shopkeepers are busy; but they have their evenings to themselves, and might if they were so inclined find some time to look after their boys' work. The truth is, that the inability to superintend their children's studies arises much more from a want of direct personal and practical interest in what they are doing, which again is caused by the imperfect education of the parents. The same imperfect education which makes the fathers often incapable of appreciating the value of any but the barest elements of an "English schooling," and which makes them sneer at linguistic, physical, artistic, and mathematical studies, even when carried to a reasonable pitch, prevents their directing the details of their children's work. And allied with this is the grave fact of the ignorance of the mothers, and all the evils which want of proper mental training produces in their management of their children. It is not, therefore, absolutely certain that, in the present intellectual and social condition of the middle classes, all parents among them would do well to prefer day to boarding schools. But, however this may be, it is certain that a large number of them do prefer boarding schools. On several occasions, when talking with tradesmen who did not patronize the grammar school of their parish or locality, where such school was a day school, I have, after inquiring what improvements they

Schools of this class, taking both boarders and day boys, are very popular with the middle class.

would like to see introduced into the grammar school, asked the question, "And would you, if these alterations were effected, undertake to send your son to the school?" and several times I have received the answer, "Well, I don't know; I think for my part I should still prefer a private boarding school." It is clear then that private boarding schools are largely in vogue among those parents who keep their sons at school until they are about 16 years old, and such schools form the most important part of the private schools of the second grade. I propose to say a few words on the results of my inquiries among this class of schools.

The diet at these schools is improved.

Among the points in which improvement has recently taken place in these schools may be mentioned the diet of the boarders and day boarders. This is a point on which it is difficult to gain information; but I have reason to think that the diet is decidedly better than it was 20 or 30 years ago, and that in most cases it is not now much amiss.

So are their buildings and premises.

Another point on which there is improvement is the construction and furnishing of school-rooms and class-rooms. These are now better ventilated and furnished than they used to be. And yet, as I shall presently show, there is still much room for improvement.

The teachers at these schools are numerous in proportion to the scholars;

Another and important point in which there is improvement is the proportion of teachers to scholars. The proportion of teachers to scholars is often very liberal in these private schools, and is a very creditable feature of them. There is generally, I think, in private schools a greater number of teachers in proportion to the scholars than in public schools. If the Commissioners will look at column 6, in the tables in Appendix VIII., they will, I think, be struck by this fact. We must remember, however, that it is more necessary that the proportion of teachers to the scholars should be ample in these private than in most public schools, (*a*) because in these schools the principal frequently undertakes to vary the curriculum in accordance with parent's wishes in favour of individual boys, and (*b*) because the quality of assistant teachers in private schools is generally very inferior. We must also remember that in London it is easy to get visiting masters to teach so many hours per diem at a reasonable rate.

and they are actuated by a better spirit than formerly;

Lastly, there is no doubt a better spirit among the principals of these schools than there formerly was; a more liberal view of duty in treatment of scholars, and a greater desire for good results, independently of the money to be made in their profession.

still, there are some serious defects in the condition of these schools.

Still, making all allowance for these admitted improvements, I find the condition of many of these schools to be far from satisfactory. I will now proceed to mention briefly some of the most serious defects in these schools. It must be noticed that I am speaking of private schools of the second grade for day boys and boarders.

i. Defects of buildings and premises.

(i.) The first great defect which I shall mention is that of buildings and premises. The greatest difficulty is often experienced by persons desirous of starting a private school, or of enlarging and improving an existing establishment of this kind, in London. From causes which it is unnecessary here to analyse the conversion

of a house into a private school, or the establishment of a private school in close proximity to other houses, is considered to damage the value of the property where such a school is established. Hence the greatest difficulties are often put in the way of persons desirous of establishing a school on any estate; and many estates in London have direct stipulations in their building leases against letting the houses for scholastic purposes. I will not say that no boarding-day schools of this grade have satisfactory premises and buildings; but I can say this, that few of those which I have visited are satisfactory in this respect. I give some specimens of my notes on the premises of a few of these schools. They include schools kept by some of the most influential and leading members of the College of Preceptors.

10 examples.

(1.) Rooms low and ill-ventilated; no closets indoors; play-ground badly drained; there were more boarders than beds.

(2.) Buildings not convenient, though not particularly bad; school-room overcrowded, and class-rooms much mixed up with kitchen and other domestic arrangements; two modern dwelling houses converted to scholastic purposes.

(3.) Buildings and grounds fair; boys healthy and well fed.

(4.) Buildings and grounds very fair; Crystal Palace affords a good resource.

(5.) Buildings and premises very bad; proprietor says he is about to move into better situation.

(6.) A common private house turned into a school, with additions made from time to time as necessity required. No closets; only night stools provided. Boys have not separate beds. Diet appears good.

(7.) Class-rooms and bedrooms crowded. Boys have not separate beds. No closets. An office out of doors in bad condition.

(8.) A private house and premises converted to scholastic purposes, with more than average success on the whole, and at a great cost, as emergencies arose; but still far from satisfactory. The situation is open and healthy. The great defect is the want of water-closets and proper washing apparatus. The boys have nothing but night stools and a lavatory downstairs, and have to pass along a passage to the latter. On the whole a favourable specimen of the premises of a private school of second grade.

(9.) Bedrooms much crowded. Beds put extremely close, and most of them occupied by two boys.

(10.) A private house converted. Not at all suitable. Wretched bedrooms; low, with dirty old-fashioned four-posters in them. Basement offices very unsatisfactory. Brick flooring, much out of repair. Boys have not separate beds.

These are ten cases taken consecutively from my note book. They need no comment. I will only add that question 15 in the schedule for private schools, "Has every scholar a separate bed?" gave great offence to many principals, and was, I believe, among the chief reasons why some members of the College of Preceptors refused to fill up the schedules. Question 3, "State the duties

and emoluments of the assistant masters?" also gave considerable offence, but not so much as this question 15, which I was often told was very inquisitorial. As if it were not desirable and proper under any circumstances to bring to light such an abominable practice as that of putting boys of 14–16 years of age together in bed! One principal, who complained most bitterly of the inquisitorial tone of this question, puts two boys in almost every bed; the privilege of a separate bed being an extra, charged two guineas a head. If the Commissioners will turn to the tables in Appendix VIII. and remark the answers in column 19, they will see how frequent is this evil.

ii. Defects of training and education in their principal teachers.

(ii.) The next defect I shall notice is the want of professional training, and in many instances of any guarantee of superior education in the principals of these schools. It could not be expected, even if it were desirable, that the principals of many of these schools should have Oxford or Cambridge degrees. Indeed, it is very questionable whether the degree of one of those universities, and at any rate of Oxford, is not, in the minds of a large portion of the middle class, an absolute disqualification for the office of instructor of their children. But however this may be, it is certain that very few of these principals are graduates of Oxford or Cambridge. The degrees of the London University and of one or two Scotch universities afford a satisfactory guarantee of information and intellectual capacity for the instruction of schools of this class. But it appears that a small number of these principals have those degrees either. It will be seen, on reference to column 5 of the tables in Appendix VIII., that of 76 schools of the second grade, the returns from which are there analysed, the principals of only 16 have a London degree, and those of only two have a Scotch degree. What guarantee then have parents or the public that the principals of all these other schools have had an adequate education? I am not now speaking of professional training, but of general education. If the Commissioners examine column 5 a little more closely, they will see that several titles are borne by the principals of these schools. Among these titles those held by members of the College of Preceptors are the most deserving of notice. There are four such titles, viz., Fellow of the College of Preceptors (F.C.P.), Licentiate of the College (L.C.P.), Associate of the College (A.C.P.), and Member of the College (M.C.P.). The Commissioners have, I believe, heard evidence from the secretary and others acquainted with the organization and working of the college. They are, therefore, aware that of these titles three are conferred only upon those who have passed the college examinations, or certain specified examinations equivalent to them; but that the title M.C.P. simply implies that the bearer has been introduced by respectable persons to the college and has been elected a member of that society. The sphere of action of the College of Preceptors is very limited, and its influences carcely extends at all to private schools of the first grade. But among private schools of the second grade it has performed very useful work, and has done much to improve their condition. The

Titles borne by these principals.

Those of the College of Preceptors.

total number of members of both sexes of the college (including fellows, licentiates, associates, and members) was, at the time when I commenced my inquiry, only 742 in the whole of Great Britain; and as the number of private schools *for boys alone*, to which I issued returns in this district, was more than 500, the Commissioners may easily judge how small a portion of the private schools of this district must come under the influence of the college.

Those of foreign universities. Especially the degree of "Doctor."

There is only one other title to which I will now refer. It is that of Ph.D., a title granted on payment of certain fixed fees by several foreign Universities. The title of "Doctor" is popular with the middle classes; they like to speak of their children being under the care of Doctor ——. It is a title which wins the confidence and respect of shopkeepers, and particularly of their wives, more than any other. It is a term to which many reverend associations are attached. It is a handle which cleaves kindly and naturally to a man's name; and, coming always before it, introduces the name and its wearer with a certain air and dignity into any company or conversation. It is contrary to ordinary social usage to employ the title M.A. or B.C.L., or L.C.P., when introducing a gentleman or when mentioning his name, and besides not one person in ten would recognize the latter of these titles as a distinction; but there is a vague and undefined majesty in the title of Doctor which is all the more useful from its very vagueness. Consequently the title is much in request with the principals of these schools, and is much regarded by parents of the middle class. Yet it is in many cases absolutely worthless as a guarantee of any fitness for the post of teacher; because it is granted by foreign universities on the sole condition of payment of a certain moderate fee. There are, moreover, agents of these foreign universities resident in London, who advertise these degrees in the scholastic and other newspapers, and actually retail them to schoolmasters in as regular and business-like a manner as if they were so much cloth, or silk, or any other ordinary article produced in the market. A certain principal of one of these second grade schools informs me that he saw an advertisement in a scholastic newspaper offering to sell "Doctors' Degrees." He applied and received in answer a letter, of which the following is an exact copy made by me from the original, which was put into my possession. It tells its own tale.

These degrees are retailed by agents in London.

——— Office,

DEAR SIR, ——— Street, Strand, W.C., Aug. 17, 1865.

YOU can proceed to a foreign degree through the German university, for which I am a delegate, on performance of an exercise or essay, to be determined by the degree selected, and it had better be written in *Latin* or French, though the option of other languages may be given. The degrees are Ph.D., LL.D.; or, in the case of a clergyman, D.D. For medical and musical degrees special instructions are required.

The inclusive fees amount to 22*l.* 1*s.*, of which one guinea has to be paid in the first instance for correspondence, postage, &c., and the balance, 20 guineas, on the diploma being ready to be granted.

There will be no difficulty about the matter; and, on hearing your choice, I shall be happy to furnish all further particulars.

Yours very faithfully,

——— M.A., Manager.

My informant adds, "The price used to be 30*l.*, but now I find "the fees are only 22*l.* 1*s.*, so that either they find it worth "while to do it for less, or, as this is a new agent, the price is dif- "ferent, as it mainly depends on their caprice. For I am in- "formed the actual university fee is about 5*l.*, and some aspirants to "the title elect to take a pleasant trip to Germany with the other "15*l.* or 20*l.*, as the case may be, and then procure it personally for "the 5*l.* above stated." I have thought it right to bring this matter under the notice of the Commissioners, because it causes a real injury to the cause of education, creates a false security, and encourages delusion in the minds of parents of the middle class, and is a very sore subject with all teachers who possess a *bonâ fide* degree honourably won by resident study examination.

The sale of them to unqualified persons is injurious to the cause of education.

In speaking of this abuse of the confidence which the public attaches to degrees and university titles, I do not mean to say that none of the men who have thus bought "Doctors' Degrees" are competent teachers. There are many very clever and able teachers among the principals of these schools. I have heard some give excellent lessons. I have heard others break down in a simple piece of Latin, and show great ignorance of what they professed to be teaching. The following is an extract from my note book, regarding the teaching of the principal of one private school of this grade.—The principal took the first class in Latin. Great want of system and method. It seemed quite an open question who did or did not belong to the first Latin class, boys disputing with each other and the principal, when called up, as to whether they did or did not belong to it. They took Cæsar Bell. Gall. iv. 10, and some of Henry's First Latin Book. Both principal and scholars showed entire ignorance of the barest elements of Latin. Neither he nor they could tell futures from subjunctives or from imperfects, accusatives from nominatives, or the like. The boys took the last lesson in "Henry" that they had learnt and could make nothing of it. One or two managed to do a little. The principal several times gave the wrong English for the Latin, *e.g.*, he said, "Caius caput vinciebat"—"Caius will uncover his head." I have also in my notes records of some really able lessons given by principals of schools of this grade, men who evidently had the gift of teaching matured by practice and experience. The misfortune is that there is at present no adequate test whereby the tradesman may distinguish between the competent teacher and the impostor. And the middle classes are, for obvious reasons, not very discriminating in this matter.

Example of the great ignorance of some principals in second grade schools.

iii. Defects in assistant teachers.

(iii.) If, however, the principals of these schools are often insufficient, they are in most cases superior to their assistants. The want of good assistant masters is one of the most serious difficulties

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* A French assistant master, a graduate at Paris, who had been dismissed by one of these "Doctors" for "intriguing with the boys," was asked how he could behave in such a manner to "Dr. Thomson." "Dr. Thomson," said he, in great wrath, "he is no doctor at all! This degree is bought and sold in a shop! If you know a little you pay 20*l.* If you know nothing you pay 30*l.* Dr. Thomson, he pays 30*l.*"

and defects of private schools, and this remark applies almost as much to schools of the first as to those of the second grade. It is also more applicable to boarding schools than to day schools. In many boarding schools where I have found the principals to be able and superior men, I have been painfully struck by the gap between them and their assistants or ushers, and it seems to me that there is no respect in which the general inferiority of private to public schools is so likely to be felt as this. The private school does not contend against the public school on equal terms in this respect. Unless he is guaranteed a much larger salary by the private school than that offered to him by the public school, a young man competent to instruct in English, Latin, mathematics, or modern languages, is certain to prefer the service of the public school. As assistant in a grammar school a man occupies to a certain extent a public position, and may be said to have made a start in life. As assistant in a private school he may no doubt be gaining experience, but he is not rising in position or entering upon a career. Sometimes private schoolmasters are elected to masterships of endowed schools, but this is comparatively rare. To secure good assistants, therefore, the private schoolmasters ought to offer high salaries, especially in boarding schools, where the assistant's duties are very irksome. But this is exactly what these schoolmasters cannot or will not afford to do. The salaries of these men who have to be teaching boys six or seven hours a day, and watching them another seven hours, are generally, as far as I have been able to ascertain, extremely small. The question No. 3, in the schedule of inquiry to private schoolmasters, "State the duties and emoluments of the assistant masters," was one that gave much offence in boarding schools of the second grade. Many principals refused to answer this question, and judging from the answers given, and by conversations I have had with some assistants in such schools, I do not wonder at their unwillingness. Many of these assistants lead a dog's life. I speak not merely of hard work or small pay, in obscure positions seldom lightened with a ray of hope of future distinction, or professional eminence; nor even of the extremely irksome nature of many of the duties which these ushers have to perform.* These are all great evils; but they are aggravated in many cases by the want of sympathy, sometimes even by the positively unkind or ungentlemanly treatment which their principals exhibit towards them. I do not know whether the Commissioners have had any evidence from assistant masters as to the treatment they receive from principals. Such evidence is, of course, difficult to obtain; but when obtained it discloses proceedings which are sometimes very amusing, sometimes very sad, and sometimes very astonishing. I believe that principals are

Especially in boarding schools.

They are often very badly paid and lea a wretched life.

* I shall not easily forget one of my first visits to a private boarding school of the second grade. After a lesson in school we turned out into the playground. The boys were playing at football, and I noticed a melancholy creature standing by the side of the game and looking on. On inquiry I found he was the usher on duty, and I asked why he did not join in the game. "Oh," said the principal, "I don't allow them to do that; they get too interested in the game, and neglect to watch the boys."

themselves largely the cause of the defects in assistants of which they so frequently complain, partly by grinding them down with small salaries, and partly by improper treatment. At the same time, there are no doubt other general and unavoidable causes why the supply of good assistants should be more scanty than it was. Among these reasons I may notice (*a*) the multiplication of openings in other civil and lay professions, the same cause, in fact, which affects the supply of candidates for holy orders. (*b*) A superior standard in teaching is now required to what was formerly thought requisite. (*c*) The work is becoming harder. Intellectual pressure is increasing. (*d*) There is for laymen no *end* to the profession. Almost all head-masterships of value are closed in England except to men in holy orders. Sometimes, no doubt, a principal contrives to get very fair assistant masters, especially in first grade schools, where the fees are high. One such principal has excellent assistants; but then it must be noticed (*a*) that the discipline of his school is managed on the monitorial system, so that the assistants have no espionage to perform, (*b*) that he pays high salaries (200*l.* a year in some cases), (*c*) that he examines assistants both as to their information and capacity for teaching before appointing them, even though they have an university degree, (*d*) that he seldom appoints an assistant fresh from the university, but almost always requires some previous experience in teaching. This case is, however, I believe, almost unique, even among first grade schools. If the Commissioners will look at column 8 in the tables in Appendix VIII., they will see how miserably these ushers are paid. The list of answers refused is almost as eloquent as that of answers returned. After looking at that list, the Commissioners will not be surprised to find that a very bad account must be given of the generality of these assistants. If they are graduates of Oxford and Cambridge, they are generally the worst specimens of those universities. If they are not graduates, there is no guarantee for the adequacy of their education. A fellow of the College of Preceptors said to me that he would be glad to have graduates if he could get decent specimens, but that he could only get the refuse of the universities, and he preferred taking his chance otherwise. Men trained in normal schools would not do, "because they are very narrow in their knowledge, and "their manners are objectionable. At the dinner table, for "example, they frequently do things for which the pupils ought "to be corrected." The securing of good assistants is therefore to a great extent a lottery in these schools, and I have reason to know that a large number of them are most unsatisfactory, both in character and attainments. Drunkenness was several times mentioned to me asthe reason why assistants had been dismissed. In the case of one school decidedly above the average of those in this grade, I found that a master had just been sent away, and that his place was vacant. The principal informed me that this master had only been with him a short time, but that he had just been dismissed for getting drunk the third or fourth time. In subsequent conversation the principal assured me that this was not at all an uncom-

These as well as other causes make the supply of efficient assistant masters in private schools very deficient.

mon failing with assistants. "For," said he, "you cannot get a "superior man to be *resident* in a private school, as such an one "will not perform the domestic police work. You are obliged to "put up with men who have gone down in the world, or the like, "as the profession is not one that tempts good men."

The want of good assistant masters is one of the greatest defects in these schools.

After what I have said it will not be necessary to give much description of the teaching of these assistant masters. With the exception of some Scotch and London graduates, and a few others, most of the assistants whom I heard teaching in these private schools of the second grade were miserable instructors; and I could see that the principals were often heartily disgusted with the performances exhibited before me. Indeed the principals of the schools are many of them fully aware of this great drawback in their schools. "The want of good assistants" was a common complaint among them (see Appendix VIII., column 24). There is no point in which the private schools of the second grade in London seem to me more decidedly inferior to the endowed schools of that grade than the quality of their assistant masters. It is true that the teaching of masters in endowed schools of this grade is often far from satisfactory, as I have had occasion to remark (see pages 289–292). But it is on the whole better than that of assistant masters in private schools.

iv. Defects in the attainments of their scholars.

(iv.) In making a comparison between private schools and endowed schools, as regards the attainments of their scholars, we must not forget the heavy disadvantages under which the former labour. I have already spoken (page 346) of the difficulty which some schools find in distinguishing themselves on account of their want of endowment, and their consequent inability to draw to themselves well-prepared and clever boys. This difficulty is felt in the strongest manner by private schools. They have seldom any admission examination which is worth anything; and as for a graduated admission examination, such a thing is so rare, even with the better endowed schools, that one could not of course expect it in any private schools (see column 2 in Appendix VIII.).

Want of early preparation and training in the boys.

The competition is so great for boarders; puffers, quacks, and impostors of all kinds offer so much for so little money; and the desire to make money, so as to quit an irksome profession with a realized competence, or at least to lay up some provision against old age, weighs so heavily on the private schoolmaster, that he can seldom refuse boys because they have been neglected or are vicious. From one point of view, indeed, by undertaking the case of such boys the private schoolmaster may be said to perform a service to the public. I have explained (on page 283) that for the preservation of a healthful tone in a public school it is essential that a "removal system" be adopted—that boys who cannot or will not keep fairly up with the average standard intellectually, or in other ways are a nuisance to the school, or for whom public school life is unsuitable, should be removed at the discretion of the head master. But where are such boys to go to next? What is to become of them? Some of them are placed under private tutors, others in small private schools. And if the private school-

master, being competent, really does his duty by such boys he performs a most useful service to the public, and one in the performance of which he should indeed be carefully watched, and as far as possible assisted and guided aright, but which he should not be prevented from performing, so long as there are neglected, unhealthy, or vicious boys to be found in the country. On this ground, if on no other, it would be impolitic, even if it were possible, to suppress private schools, namely, that they help us to solve the problem of how to deal with our refuse boys. The gross ignorance and want of all training in which many boys of the middle classes are allowed to grow up to 10 and even 12 years old, either by the absolute neglect of their parents, or by the exceeding badness of preparatory schools, are most sad. Public schoolmasters only get partial glimpses of this mental destitution. But private schoolmasters often spend their lives in struggling with it. At one of these schools I found a boy of 17 years old, the son of a superior tradesman in the City, who had just entered, and knew (I may almost say) absolutely nothing. He could read English fairly, and that was all. He literally did not know the first four rules of arithmetic, and, of course, he could not spell or write to dictation in the least. He had been delicate, and his parents had never kept him at any school for a year together; and now they sent him to this school because they understood that the boys were all taught separately, and not in classes. Considering that there were 50 boys in the school, of whom half were boarders, and that the staff consisted of a very ignorant principal and two assistant masters, (one of whom was a mere boy, engaged on what are called "reciprocal terms," while the other was an unfortunate young man, who having been left with a small fortune by his father, and having invested it in an unsuccessful newspaper, had been compelled to take to teaching,) the Commissioners may judge what chance this poor lad would have of recovering any of his misspent youth. At another school, decidedly a good specimen of the private schools of the first and second grade, and which is strong in mathematics, I gave the following piece for dictation to 45 juniors:—

Which causes them to come to these schools at a considerable age in almost total ignorance.

Examples of this ignorance.

"The influence of the French revolution was more directly felt "in Ireland, where the Protestant part of the population, dis- "contented with the imperfect system of representation in the "Irish parliament, and the heavy imposts laid upon the national "industry, had withdrawn their support from the government, "and ever since the close of the American war had been orga- "nizing a regular system of resistance, in the hopes of compelling "the ministry to adopt their views, or at least of modifying the "existing system."

The following was the work verbatim et literatim of one boy recently admitted, aged 12 years, the son of most respectable parents. I send the original to the printer, and trust he may be able to decipher the writing.

The infulince however of the French revelousishon was more than dirrectly felt in Ireland where the Prodestant part of the populasion disconted with the

imperfect pictur of repesention in the Irish parliament and the heavy impulce laid upon the natural industry had withdrawn their support from the Government, and ever since the cloes of the Amrecain war had been orginsing egural upsistance egsixencetance in the oaks of compelling th mistary to abdopt their vews or at least of modifing the existing disten.

The following was the work, also verbatim et literatim, of another boy in the same class, recently admitted, aged also 12 years, the son of a wealthy maltster. The writing of this specimen is rather better.

The enflooens, however, of the Frunch rololoution was more derectely falt in Ireland were the protestent part of the population discontented with enprefat sistim of reprentation in the Irest part and the havey inpost lade uppon the nationtal enderstry had with dron their seport from the govenmen and ever since the close of the American war had been ordenising a regelear sistim in the hast of compaeing the ministry to adopt their vous or at list of modefing sistim.

I might send up dozens of papers which would prove the deplorable ignorance of a large number of boys of the mercantile and trading class when admitted into these schools; the extraordinary want of the most rudimentary knowledge of the elementary arts of writing and cyphering in which many respectable parents allow their sons to grow up to 10 or 12 years old. But the above specimens will be sufficient. There can, I think, be no doubt that boys come on the whole worse prepared into these private schools than into the endowed schools of the second grade, and we must bear this fact in mind when speaking of the results of examination in these schools.

A comparison of private schools of the second grade with endowed schools of the same grade, in respect of the attainments of their scholars.

Comparing these private schools of the second grade with endowed schools of the same grade in this district, I find that in knowledge of the classics their best scholars are inferior. Very little Greek is done in these schools, and I do not think that what is done in this subject is very well done. In Latin also they are inferior. The Latin prose, of the working of which in the endowed schools of the second grade I complain on page 293, most of these private schools could not undertake at all. Very little Latin composition appears to be done in these schools, the teachers probably not being capable of giving much instruction in the subject; and the parents, no doubt, being unwilling that their sons should give much time to it. As regards translation from Latin authors into English, the scholars in these private schools often show a pretty fair amount of proficiency, and are I think nearly, if not quite, on a par with those in the endowed schools. They cannot generally make much of the poets; but in some schools they translate with spirit and tolerable accuracy from Cæsar's Commentaries, and easy portions of Cicero. Their great deficiency is in grammatical accuracy. I give a specimen of my notes of the oral examination of the first Latin class of one of the best of these private schools in Horace, Od. I., 2, an ode which they had lately prepared. Line 4, *jaculatus* taken as a passive, and translated "overthrown." Line 5, the force of *terruit ne rediret* quite missed, no one in the class able to render it aright. Line 8, the penultimate of *visere* pronounced long, and the verb said to belong to the second conjugation. Line 9, *hæsit* could not be

conjugated by anyone in the class; nor could examples of irregular verbs in the first or second conjugations be given. Line 13, *vidimus* translated "we see." The use of the ablative absolute not understood. Line 15, *dejectum* could not be parsed. Line 21, *audiet* translated "let him hear." Line 25, *vocet* taken as future, and, when explained to be a subjunctive, could not be translated; *ruentis* taken as an ablative plural qualifying *rebus*, &c. &c. Translating from Horace or Virgil was almost always beyond the power of boys in these private schools. They sometimes did better in Cicero and Cæsar. But they generally showed want of good grounding and inferior teaching in Latin. They gave the impression of being taught by masters who did not know the subject adequately.

The French was generally no better in these schools than in the endowed schools. Boys could seldom translate such pieces of English as those in papers XIX. and XXV. into French, and in translating from French into English they showed at least an equal want of scholarship and accuracy. In *arithmetic* I think these schools generally do better than the endowed schools of the same grade. I have had both the preliminary and higher parts of papers I.--IV. very well worked in some of these private schools. In *Euclid* and *algebra* they are no better than the endowed schools, and perhaps hardly so good. As regards other English subjects, such as *geography*, *grammar*, *history*, and the like, the scholars in these schools have perhaps on the whole more information than those in the endowed schools. Occasionally, too, in certain schools, I find that the principal has some favourite modern subject, such as grammar, or history, or chemistry, and that he teaches this very well to his first class; but, on the whole, with the exception of arithmetic, which is often really well taught, I do not think that enough progress is made in these schools in modern subjects to compensate for their inferiority in classics. Making every allowance for the condition in which boys enter these schools, I still think that a very great improvement is wanted, and might be effected, in the instruction which they profess to give.

What I have here said applies to both boarding and day schools, but principally to boarding schools; and it is right to add that there are a few really well taught and conducted day schools of this grade which are doing good work, and only require help and encouragement to become excellent institutions.*

Reasons why private schools are preferred to endowed schools by many parents among middle class.

It is natural and interesting to inquire why private schools, and especially boarding schools, are so popular among parents in London who educate their sons up to the age of 16 or 17 years. Let us put aside for the present the consideration of exceptional cases, such as of unhealthy boys, of foreigners temporarily resident in England, and the like, and consider only for the present the cases of the vast number of families in London who might avail themselves of the endowed schools, and do not do so. Parents

* I regret that, for reasons given on page 253, I am unable to mention the names of two or three of these good private middle day schools.

of this class must be aware of the disadvantages under which a private school labours, and must know that it is *impossible* in many respects a well-managed private school can be so good as a well-managed public school. They are also aware that in the endowed schools they get the education offered much more cheaply than in the private school; why then do they prefer the private school? I find on inquiry that the chief reasons of this preference are the following:—

1. Real or supposed preponderance of classics in the endowed cschools.

(1.) *The preponderance of classical instruction in the endowed schools.*—I have spoken already on this subject in pages 292–6 of this report. I need therefore do no more here than say that the results of my inquiries among private schools coincide fully with those of my inquiries among endowed schools in this respect. It is traditional among a large portion of the middle class that a grammar school cares to teach nothing but classics. This supposed preponderance of classics in the grammar schools is often greatly exaggerated, but the belief in it is firmly rooted in the minds of many shopkeepers and farmers; and it is partly their desire to avoid what they consider the tyranny of classical education that has formed in them the habit of preferring private schools. I beg to refer the Commissioners to columns 21 and 22 in the tables in Appendix VIII. Looking to column 21 I find that out of 76 schools of the second grade there are only three in which parents wish Greek to be taught to their sons. I find 19 in which parents acquiesce in the teaching of Latin, or even desire it; and I find 54 in which the parents object to both. The objection to Greek is almost universal; to Latin, partial; to the preponderance of classics in a middle-class curriculum emphatic and decisive. I am told that if the Commissioners could poll the mercantile and trading classes on this subject, or could hold a mass meeting of them, and could put to them this question, "Shall classics, as at present taught, form the staple of "your education, aye or no?" they would be answered with an universal and overwhelming shout of "No." The feeling against classics is unquestionable. But naturally enough there is not the same unanimity as to what shall be taught instead. Looking again to column 22, I find that parents of this class put first of all what they call "the essentials," that is to say, reading, writing, spelling, and, above all, arithmetic. On this all are agreed. Next they put French (or German, but I think there is a preponderance in London for French). There is little difference of opinion as to the importance of modern languages. Then, as to Latin, there is some difference of opinion. Many, and those apparently the best informed and most thoughtful, wish to have it taught up to a certain point; others object to anything but modern work. After these comes a smaller, but influential and daily increasing section, who are eager for the teaching of chemistry, physical science, and art. On the whole, I may say that the testimony of the table in Appendix VIII. as regards the generality of parents of this class is the following. They will not have Greek at any price, and if either Latin or Greek are put prominently forward in the system or curriculum of the school they will fly from it; but if they are guaranteed sound and clever teaching in arithmetic

and English, they will be glad to have Latin and French, science and art, as well, in such manner and measure as shall be possible and necessary. Private schoolmasters find that by offering their patrons what they want, they can often lead them on to allow their sons to be taught subjects against which they have professed the strongest prejudice; and nothing perhaps has helped private schools more than the practice of allowing parents to choose the subjects of instruction which they prefer, and to reject those which they do not wish, paying only for what they take. No doubt, in such private schools, with a limited and insufficient staff of teachers, and inadequate appliances, this system often leads to a vast amount of humbug and pretension, but the effect of it is worth noticing.

2. Greater laxity of discipline; and more opportunities of interference open to foolish parents.

(2.) When we have dispatched the above great cause of the popularity of private schools there is not much more to be said. Beyond and besides this great popular and instinctive feeling against classics, there is among the mercantile and trading classes little knowledge or discrimination of the best modes of training, educating, and instructing their children. This is owing to their own imperfect education, and especially that of the mothers. Most of them have never received any proper training themselves, and they cannot appreciate the value of it, or endure to force their children to undergo it. Time would fail me to tell of all that private schoolmasters suffer at the hands of foolish, ill-educated mothers. The way in which they spoil their children, and interfere to prevent their undergoing proper discipline, is one of the commonest complaints among this class of schoolmasters, and is most sad. This, however, is undoubtedly one of the reasons why parents of this class prefer private schools, and especially boarding schools. They hope to get rid of the trouble of the management of their children, and yet not to lose their control over them. They wish to get rid of the responsibilities, while they retain the privileges of parentage; and they do not like the high and independent line which is taken by a fairly well endowed public school.

3. The religious difficulty.

(3.) There is also the question of religious differences. I have for obvious reasons kept clear of this question as much as possible; and happily it does not present the same degree of difficulty in the case of secondary as in that of primary education. But it is necessary to remark that the regulations which confine the head mastership of some of the endowed schools to persons in holy orders have the effect of discouraging Dissenters and others from making use of them. Dissenters naturally feel much less unwillingness to allow their sons to board with a layman, though he be a member of the Established Church, than with a clergyman. And if the endowed school be a day school, and the master is a layman, Dissenters will generally be as ready to make use of it as members of the Established Church. If the Commissioners will look at column 3 of the tables in Appendix VIII. they will see how largely private schools, even boarding schools, get rid of the so-called "religious difficulty," and bring together boys of different denominations. This result is chiefly due to the fact that their principals are laymen.

Report on private boys' schools of the third grade.

I now pass to the private schools of the third grade. In the table in Appendix VIII. the Commissioners will find an analysis of returns from 40 schools of this grade, of which almost all, viz., 32, are day schools. And before proceeding to any account of these schools, I shall save myself and the Commissioners some trouble if they will allow me to refer them to what I have said in Part II. of this report, pages 303–312 respecting the condition of endowed schools of this grade in London; because all the defects which I have there pointed out as existing in the case of the endowed schools, may be applied *mutatis mutandis* to a great number of these private schools of the third grade. A large number of them are scarcely distinguishable from primary schools, and the existence of many of them is so ephemeral, and their condition so miserable while they do exist, that it is really unnecessary to enter into further details. I refer the Commissioners to what I have said on pages 305–6 regarding the premises and instruction of endowed schools of this grade, as applicable with fully equal force to these private schools. The Assistant Commissioners who, in 1861, reported on the condition of primary education in certain districts of England and Wales naturally took some notice of private schools of this grade; because unless a person starts, as I have done, with a definition based upon the age of the scholars, it is almost impossible to say where the line is to be drawn between the secondary schools of the lowest grade and the primary schools; and I believe the Assistant Commissioners adopted no such definition. I may, therefore, refer to a most graphic description by Dr. Hodgson in the third volume of the blue book of that Commission, pages 482–484, as giving, *mutatis mutandis*, a singularly accurate account of my own experience among schools of this grade. The same brief duration of these schools, the same defective character of their premises, the same gross ignorance and want of qualification in many of their teachers, were remarked by me as by Dr. Hodgson. If the Commissioners will look at column 5 in the table in Appendix VIII. they will see how few of these teachers have had any preparation whatever, or can give any guarantee of qualification for the function of teaching. The best schools of this kind are those kept by men who have been trained in normal schools for the purpose of becoming elementary teachers; but the proportion of such masters keeping private schools to the whole number of private teachers of this grade appears to be very small. Perhaps we must remember that some of these men seem to be unwilling to let it be known that they have been trained in normal schools, partly from a sort of vague fear that the State may assert some rights or authority over them, and partly from a notion that they shall lose caste by being reckoned as trained and certificated masters. But, making allowance for this element of uncertainty, I still think that in private secondary schools the proportion of masters thus trained to the whole number of such private schoolmasters is very small, and that the best specimens of the trained master are not to be found here. There are more and

The condition of these schools as regards buildings and qualifications of teachers is no better than that of endowed schools, described on pages 303—312.

better specimens to be found in some of the grammar schools, though even there their number is comparatively small.

The parents of boys in these schools require little more than an elementary English education.

The fees in these schools it will be seen range from 2*l.* to 8*l.* and the subjects about which the parents care are merely the elements, with history, geography, and English grammar, vocal music, and drawing; the subjects, in fact, which are taught in the first class of a good National or British school in a large town. If we add to these a little book-keeping, we shall find that the parents have got all they want, and more than they are often willing to pay for. I believe that the parents of this class would be sincerely thankfulfor the improvement and multiplication of endowed schools of the third grade in London. The reasons why they use private schools are, I believe, principally the badness and deficient supply of endowed schools. I have (page 304) mentioned it as a conclusion drawn from my inspection of endowed schools of the third grade, that the want of such schools is one of the greatest educational wants of London; and I am fully confirmed in this view by my inspection of private schools of this grade: they by no means supply that want satisfactorily.

Conclusion of Part III.

I conclude this part of my report with a brief consideration whether anything may be done to render proprietary and private schools for the middle classes more efficient than they now are.

I have endeavoured to ascertain from careful examination of the returns from private and proprietary schools, and from a large amount of correspondence and conversation with principals of private schools, and others interested in secondary education, whether there is any general desire for an improvement in the condition of these schools, and, if so, whether there is any general agreement of opinion as to the measures which are required to effect such an improvement. Amid much conflict of opinion as to *details*, I am clearly able to discern a general agreement, or at least a decided prevalence of opinion, in favour of the adoption of certain remedial measures. Before, however, I proceed to lay before the Commissioners these conclusions, I beg leave to recapitulate briefly what I find to be the condition of the proprietary and private schools into which I have inquired in this district.

Brief general recapitulation of the condition of proprietary and private schools in London.

This condition may be regarded,

(i.) As it concerns their own separate and several well-being.

(ii.) As it concerns the general educational welfare of the London postal district.

i. As regards their own separate well-being.

(i.) Looking to the condition of these schools with a view only to their several well-being, I find that—

(*a.*) Many proprietary schools are good. Others are fair. A few are bad. The defects of those which are fair, and bad, arise partly from want of stimulus and public competition, partly from want of a reasonable endowment which should enable them to attract well-prepared and diligent boys, and to reject the idle and unsatisfactory. Among these schools the good require recognition; the fair require encouragement; the unsatisfactory require amendment.

(*b.*) A few private schools are good; others are fair; many are bad. Some are very bad in all respects. The bad very far outnumber the good in all grades, but especially in the second and third grades. Here, again, the good require recognition; the fair require encouragement; the bad require amendment.

(ii.) Looking to the condition of these schools, with a view to the general educational welfare of the district, I find that— ii. As regards the general educational welfare of London.

(*a.*) The endowed schools of the first and second grades which are in a fair or good condition, with reasonable charges, are not sufficiently numerous in London to accommodate all those who require their kind of education. The surplus boys *must*, therefore, enter proprietary and private schools.

(*b.*) Some endowed schools of the second grade, and almost all of the third grade, are in a very unsatisfactory condition. Many boys, therefore, who might use these schools reject the use of them, and are to be found in proprietary and private schools.

(*c.*) The endowed schools are very unevenly distributed throughout the district. As I have pointed out (page 247), this unequal distribution of endowments for secondary education is not a very serious matter as regards the schools of the first and second grades. But in regard to the third grade it is very serious. In those localities where endowments for secondary education are wanted, the boys who remain to be educated on the spot have their education supplied by proprietary and private schools.

(*d.*) Owing to reasons already mentioned, a large portion of the middle class prefers private to public schools, irrespectively of any investigation into their relative merits.

It is clear, therefore, that there is much in the condition both of proprietary and private schools (especially of the latter) which requires amendment; and that the condition of these schools has and must have a considerable influence on the general condition of secondary education in the postal district of London. No doubt, if any effectual steps should be taken to promote the improvement of the endowed schools, the mercantile and trading classes will, in course of time, discover this improvement, and will either require the private schools to exhibit a like progress, or will forsake them, and once more frequent the endowed schools. But this will be a long process. And, even supposing the most thorough and rapid success in the reformation of endowed schools, and such a multiplication of their numbers as shall render the supply of them sufficient for all the secondary education of London, yet private schools will, as shown on page 368, still be necessary, because there must always be a number of boys whose disposition or circumstances render them unfit for public school education.

It concerns, therefore, the educational welfare of the whole district that the Commissioners should not altogether overlook the

Consideration of what measures are required for the improvement of these schools.

future prospects of proprietary and private schools. It is this consideration which induces me to lay before the Commissioners the prevailing views of what is required for the improvement of proprietary and private schools, so far as I have been able to collect them during the course of my inquiry. I beg leave to remind the Commissioners that these views are not mine. If they were my own views I should be able to present them with much greater precision, and in much fuller detail. They are not, however, my own theories, but the result of an honest attempt to collect the opinions and wishes of others. A very large, and possibly the most meritorious portion of the private schoolmasters of this district, seems to entertain decided views as to the line which the Commission should take respecting proprietary and private schools. I do not presume to form a judgment as to the worth of these views; but it is right that they should be represented to the Commissioners. Whenever the expression of these views involves an assertion of *facts* I have checked, so as to confirm or correct, such assertion by means of my own observation. Otherwise, in what follows I am simply the mouthpiece of other persons.

A feeling prevails that these schools require stimulus and testing.

I have found a very strong feeling to prevail that these schools require stimulus. That the mercantile and trading community requires enlightenment as to their respective merits—that is to say, means of judging (*a*) whether the teachers are well enough informed, and capable for their work, and (*b*) whether they take pains to do their work properly. Especially, that some public means are required of showing the success of a good teacher with average and inferior boys.

Consideration whether the existing means of stimulating and testing these schools are adequate.

Finding this feeling to prevail largely I have inquired whether existing institutions do not or could not supply these requirements. The most important of the existing institutions which directly influence secondary education are—

1. The University of London.

(1.) *The University of London,* by means of its matriculation examination, and its examinations for degrees. I am told that the university has doubtless done much good to some private and endowed schools by means of its examinations; but that the number of schools (especially of private schools) in this district which send up pupils to the matriculation examination is very small. That even in cases where the masters are graduates of London University a very few send up pupils; and that only the best among the private schools embrace this opportunity of testing their powers of preparing scholars. Looking to column 12 of the table in Appendix VIII., I am inclined to think that this statement is true. That column represents 34 out of 130 schools as affirming that they prepare for London University examinations. But a certain discount must be deducted from this number; because it is a well-known fact that many schools represent themselves as preparing for universities, and perhaps actually do busy themselves to a certain extent with such preparations, who never eventually send any pupils up. The influence, in short, of the London University is said to be very decidedly for good, but not to extend very widely, over private schools.

It is also complained that the university, though by its degrees it gives a good guarantee of information, gives no guarantee of teaching capacity. And it has been represented to me that there is no function of an university so important as the guarantee of scholastic ability.

2. The London colleges.

(2.) The various *Colleges in connexion with the University of London*, such as King's College, University College, &c. Some of these colleges have schools "affiliated" to them. And I have inquired whether this affiliation does not act as an adequate stimulus. I am told it does not, and in fact that the relations of the colleges with the affiliated schools are by no means of a substantial or active character. I have received several communications on this subject, from one of which only I will quote. It is from the principal of a private school in union with King's College. He says:—"I think the attention of H.M. Commis- "sioners might be advantageously drawn to the existence of this "and other schools (the list may be seen in the calendar of King's "College), which are 'in union with King's College.' It seems "to me that that institution possesses in these schools the elements "of a most useful scheme. You have, in that institution, a govern- "ing body of high distinction; and you may see in the calendar "that the college makes itself responsible for the examination of "each school. I regret to say that the value of this influence is "not duly estimated by the schools. The college does not take "sufficient interest in the schools, and I do not see upon what "department to fasten the blame. No doubt *one energetic governor* "might create an educational idea for the diocese of London, the "working of which would cost nothing, as the machinery already "exists." I visited several schools in connexion with King's College, but did not find in any case that the connexion signified much. In one proprietary school, thus connected, the master told me that no real relations existed between the school and the college, and that in fact very few boys when they left the school went to the college; most of those who continued their education at all proceeding to the City of London School. There seems to be an opinion largely prevailing that, with proper supervision and control, in connexion, perhaps, with some authoritative board, these colleges, representing the University of London with the schools of their respective denominations, might do an excellent work in the inspection and examination of such schools, at a trifling expense. But the colleges themselves want superior direction and motive power.

3. The Oxford and Cambridge local examinations.

(3.) *The Oxford and Cambridge local examinations.*—All those who speak on this subject mention these examinations as most admirable tests of the boys who come forward to pass them. The decisions of the examiners command the utmost respect, and the scheme of the examination generally gives great satisfaction, among all private schools of the second and third grades, and among those of the first which avail themselves of them. A certain portion of the schools of the first grade consider themselves superior to them; the term "middle class" having given some

offence. But I think this feeling is diminishing. I am told, however, that the influence of these examinations is not nearly so strong in London as in the country; that a comparatively small portion of the private schools of London sends up pupils to them; and that of those schools which do send pupils, the majority do not send anything like a fair proportion of their pupils. My own observations, and an examination of the returns from private schools, confirm this opinion. The 15th column in the table in Appendix VIII. shows that of the 130 schools there represented only 24 make use of either the Oxford or Cambridge examination, and that not one of these sends in whole classes to those examinations. A few principals advertise themselves as sending in whole classes; but I fear that in almost every case the advertisement is fallacious. If this term "sending in whole classes" is worth anything, it ought to mean "always sending in "a certain normal proportion of boys to the total number in "average attendance." I do not think that any school, public or private, in this district makes a rule of regularly sending in such a normal proportion of its scholars. One reason for the small number of schools using these examinations, and the small number of scholars they send in, is said to be *the expense*. Principals, especially of second grade schools, complain that they cannot afford themselves to pay the fees for entering their pupils to the examinations; and that they find parents generally unwilling to pay them. That is to say, parents are not generally unwilling to pay the fees if the master will guarantee that the boy will pass the examination, but they altogether object to pay for a pluck. They look upon the pass, and especially the Oxford A.A. (which has great attractions), as the equivalent for their money. They care nothing for the benefit which a boy gains from undergoing a public examination; and being made to pay a fee for a pluck they consider as an addition of insult to injury. Principals also complain that inasmuch as the custom prevails of only sending in picked pupils, none of them dares to send in "whole classes," because it would not be generally understood that he had done so, and the result would be unfairly damaging. Whether owing to expense or other causes, it is certain that the influence of these examinations is not at present very widely spread in this district. It is also represented to me that the custom of only sending in a few selected pupils gives a very inadequate test of a school, and in some instances is positively injurious. My own observations confirm this view. I have seen several cases of schools, which were really on the whole in a very unsatisfactory condition, having gained great credit by the success of one or two clever boys in the Oxford examination. The way in which it is managed is this. A few months before the examination the principal selects one or two clever boys and gives his whole attention to them, leaving the rest of the school, perhaps, working under most inefficient ushers, while he, sometimes with the assistance of a visiting master called in for an hour or two each day for the purpose, works up the selected pupils for the examination.

(4.) *The inspection of schools by the University of Cambridge.*— This system is, I am told, not yet much known. It is considered, and it evidently is, an excellent conception ; and is capable of considerable developement. The principal objection to it at present is the expense. Very few schools in this district make use of it; but I find most schoolmasters agreed that the universities are the quarter from which such inspection should come. 4. The inspection by the University of Cambridge.

(5.) *The College of Preceptors.*—Amid widely conflicting opinions respecting this institution, I find, generally, the view to prevail that it is now doing a really valuable work among secondary schools, particularly those of the second grade. Many schoolmasters of the first grade, and generally those who are graduates of Oxford and Cambridge, will have nothing to do with the college. Its admirers and supporters are chiefly to be found among the masters of the second grade, by which class of men, in fact, the college is virtually administered. By many of these masters its diplomas and its examinations are much valued. But there is the same objection to its examinations as to those of Oxford and Cambridge. The expense is an objection, except in the case of boys sure to pass, and many schools only send up selected pupils. Of the 130 schools represented in the table in Appendix VIII., column 15 shows that only one of the first grade, 22 of the second grade, and two of the third grade, 25 in all, make use of the examinations of the College of Preceptors, and that not one of these sends up whole classes. The system of *proctors* appears also to be open to abuse. Several instances of this have been confidentially mentioned to me. But the most serious evil, and the one in fact which, I am told, will quite debar the college from undertaking the general control of secondary education in England, is its want of *prestige*. This want of prestige is due to some circumstances which are obvious, and others which are matters of the history of the college. I have made many inquiries into the reason of this want of prestige, and have received letters on the subject which I can lay before the Commissioners if necessary. But whatever may be the causes, there can be no doubt about the fact. The college does not occupy, and never has occupied, a position which would justify one in considering that it could venture to undertake the general control of secondary education. 5. The College of Preceptors.

There are other bodies, professional, technical, and educational, which, by examinations and otherwise, influence the schools. Of them generally, as well as of the above mentioned, it is complained that they are too multifarious, and it is represented that an unification of their disjointed and often inharmonious efforts would be a great advantage to schools.

Looking to all the above facts, and endeavouring to disentangle the leading thread from the mass of evidence and opinions which I have before me, I think I may say that I find a decidedly prevailing sentiment that the action of some one general authority is wanted to make these private schools do their proper share of work in the district, and to enable the public to distinguish their qualities and merits.

Outline of measures for the improvement of these schools.

It seems to me that there is a general prevalence of opinion advocating the following outline notions:—

(1.) That this general superior authority should be produced by some combination between the state and the universities. The state representing the motive power or will of the nation; the universities representing the highest form of culture and learning which exists among the nation, and possessing by virtue of those qualities and by immemorial prescription the greatest educational prestige.

(2.) That the state, represented by some board, should undertake the direction of the endowed schools, inspect them when necessary, and modify their existing circumstances and conditions. That the board should have an influence, if not a direct control, over endowments for secondary education, with facilities for converting to educational purposes other such charities as might rightly be thus applied.

(3.) That the state, acting through the board, should engage the co-operation of the universities for the purpose of examination and inspection of endowed schools; if necessary, providing funds. But an opinion prevails (whether correct or not I am unable to say) that if existing endowments were properly administered, and other comparatively useless charities converted to educational purposes, the expenses of any machinery for administering secondary education might almost be paid without additional taxation.

(4.) That the state and the universities should force nothing upon private schools, but should offer them, so far as they are willing, public recognition; and especially that the universities should provide a guarantee of the capacity of teachers.

(5.) That the university which should, in conjunction with the state, perform the inspection and examination of secondary schools in London, and the certification of sufficient information and capacity to teach in schoolmasters, should *not* be solely the University of London. But that some scheme should be devised whereby the influence and prestige of all the three Universities of Oxford, Cambridge, and London should be brought to act in combination.

In order to avoid identifying these views in any way with myself, I make no comment upon them; but leave them, as the opinions of others, to the consideration of the Commissioners.

PART IV.—THE EDUCATION OF GIRLS.

The education of girls.

I HAVE alluded, in page 238, to the difficulty which I find in classifying girls' schools. A classification of boys' schools is easily and naturally made, according to the age up to which the scholars remain in school; because boys generally are sent to school during the whole schooltime of their life, and are only removed from school in order to enter into the practical business or profession whereby they are to earn their livelihood. But this does not appear to be the case with girls, except among the class which supports itself by manual labour. For that class of society public schools have for some years been provided in this country; and, as a general rule, it may be said of them that all parents, except the very poor or the very dissolute and careless, or some whose occupation causes them to shift their locality very frequently, send their daughters into school pretty regularly and continuously from the age of five or six years to that of 12 years or thereabouts. At the age of 12 or 13 elementary or *primary education* is, or ought to be, fairly completed for a girl, as well as a boy; and in the case of a properly conducted National or British School under inspection, established for some years among a tolerably industrious population, the girls of 12 or 13 years of age who leave school, having been fairly regular in attendance from their infancy, leave it with a sound elementary education; that is to say, reading and writing fairly well, spelling very well, cyphering pretty well, acquainted with the ordinary processes of plain needlework, and with a fair elementary knowledge of British geography and English grammar. We may therefore say, in the case of girls, as well as in that of boys, that from this stage secondary education is to be reckoned. The *secondary education* of girls is that of girls whose general education is intended to last beyond their 12–13th year of age. But how long is it to last? At what age of the pupil does it merge into the *superior education?* Is there indeed in this country any regular system of superior education for girls? and, if so, at what age does it begin, what is the course of study which it embraces, and in what institutions is it carried on? These are questions which present themselves to one crossing the threshold of such an inquiry as the present; because, if there be in this country such a thing as the recognized superior education of women, it is essential that we should know its conditions and its sphere, in order that we may have a clear view of the condition and the sphere of secondary education. In the case of boys such a question is easily answered. The universities afford them the superior education—the most ancient, the most respected, and in every sense of the word the highest educational force in the country. There is therefore no difficulty in defining, in the case of

Difficulty of classifying girls' schools;

because the range and scope of their secondary education is very indefinite.

boys, where secondary education ends. But in the case of girls the difficulty seems to me insuperable. I have been really quite unable, during the course of my brief inquiry, to discover where in London the superior education of girls is conducted in any such regular and systematic way that it could be recognized by a commission. If such education exists at all, it is at any rate not conducted in any public institution that I can discover in London. As the Commissioners remark, in their instructions of March 1865: "Girls are much more often educated at home (than boys "are), or in schools too small to deserve the name. And the "Commission is not charged with an inquiry into domestic "education or private tuition." If, therefore, superior education of young women, that is, an education in language, mathematics, and physical science, parallel and equal to that afforded by Oxford and Cambridge to young men, exists at all in London, it exists in private or domestic tuition, and not in any institution which I can discover. Hence, I find an insuperable difficulty in forming any satisfactory plan of the range and scope of secondary education among girls; because I am unable to discover where their superior education begins, or indeed whether it exists at all. It is merely as an experiment that I assume the same age for the termination of secondary education in the case of girls as in that of boys, viz., the 18th–19th year of age; and that I suppose, if any young woman continues her education beyond that age she has entered upon the course of superior education.

In this report girls' secondary education is like that of boys' supposed to end in their 18th or 19th year.

I intend therefore in this report to consider briefly the education of girls between their 12–13th and their 18–19th years of age in the postal district of London, so far as I find it to be conducted in schools, or similar institutions, which are attended by such numbers of pupils, or are so clearly public in their character, that the education given in them cannot in any way be confounded with domestic education or private tuition. A list of such of these schools as have any endowment, or may be considered proprietary, will be found on pages 241–2. I have visited and inspected most of those schools, and have conducted some examination in several of them. I have also visited, and inspected or examined, (generally both) several private schools for girls. Besides this, I have issued the schedules or forms of inquiry to more than 350 girls' private schools, and have received replies from more than 200 of them. The schedules which were returned were often most imperfectly filled up. I have selected 100 from among those which were the most completely answered, and have analysed them carefully. This analysis will be found in Appendix IX.

Data on which the following report is based.

The Commissioners remark in the "Instructions," that "girls "are often educated in schools too small to be deserving of "the name." I have found this statement to be very true in the London district; and I have felt some hesitation in deciding at what point I should fix the figure of numerical attendance below which I should consider that an educational establishment does not deserve the name of a school. I have decided, considering the very limited time at my disposal for this branch of the

inquiry, as well as other circumstances, not to visit for inspection or examination any girls' school which has less than 40 pupils. I am quite aware that in so doing I obtain a very imcomplete view of the education of girls in London. The great majority of schools for girls in London have less than 40 pupils. But it is necessary to draw a line, in order to avoid outstepping the proper sphere of the inquiry, into the region of domestic education and private tuition; and I think the line may be most conveniently drawn at about 40 pupils. Except therefore the girls' branch of Christ's Hospital, which contains only 18 pupils, and the two Hospital Schools of St. Margaret's Grey Coat, and Emmanuel, which contain respectively 33 and 29 girls, and which I thought it right to visit because they are endowed institutions, I have not inspected or examined any girls' school which had less than 40 pupils. Returns have of course been issued to many schools which have a smaller number of pupils; because I was not aware until the answers came to hand what number of pupils there might be in any given case. I have thus had some opportunity of judging, on their own evidence only, of the condition of some schools whose numerical attendance falls below 40.

I have also, in conjunction with another of the Assistant Commissioners, drawn up a special form of inquiry respecting the condition of girls' education, which has been circulated among ladies and others not actually engaged in educating girls, but taking a practical interest in the question; and I have received some very complete and most suggestive replies from some ladies distinguished in literature, and art, as well as from others who have been active and successful promoters of girls' schools. Feeling considerable distrust of my own judgment in such a question as the present, I attach particular value to the views and experience of ladies who have studied the question; some of them writing from personal experience of the value of a good early education, and others lamenting the want of it. And I desire to take this opportunity of returning my sincere thanks to all who were so kind as to answer the questions in that special form of inquiry.

To the above-mentioned means of prosecuting this inquiry I have to add a large amount of private correspondence, and of conversations with teachers and promoters of schools. I found the interest in this branch of the inquiry generally prevailing to be much greater than I had expected; and I remarked among several lady principals and teachers, both in public and private girls' schools, a desire to improve their own teaching and their own knowledge of the best educational methods, and to raise the standard of instruction in their schools, which demands my genuine sympathy and respect. It is evident that a large number of persons who may be supposed to have the best knowledge of the condition of girls' education in England are profoundly dissatisfied with it; and that a movement has begun which is being pushed with so much vigour and discrimination, so much spirit and judgment, that it is not at all likely either to be suppressed or to die out for the present. It is the observation of these facts

which consoles me for the very imperfect character of the inquiry which I have been able to make into girls' education.

Other causes which make it difficult to classify girls' schools.

The same causes which make it extremely difficult to fix the limit of secondary education for girls, make it also extremely difficult to classify their schools. That social exclusiveness on which I have commented in page 18 of my report on the education in certain burgh schools of Scotland, affects the condition of the education of girls in England even more than of that of boys. The question of manners or style, or, as it is sometimes called in school prospectuses, of "deportment," is considered so much more vital a question for girls than for boys, that parents are extremely anxious and jealous on the subject, and would rather, in most cases, keep their daughters altogether at home than send them to a school which was attended by the daughters of other parents moving in a somewhat inferior grade of society. In reporting on the education of boys I have endeavoured as far as possible to avoid introducing the consideration of these social difficulties, because I have felt that after all they were not of the essence of the question, and would perhaps yield to the influence of improvements judiciously but thoroughly carried out in the grammar schools. But in the case of girls the difficulty is really most serious. It is impossible not to recognize the fact that social exclusiveness (or "gentility," as it is sometimes called), and accomplishments, are the two great educational shibboleths whereby most parents test girls' schools. At the same time it seems really impossible to make any satisfactory social classification of these schools, on account of the fineness of the lines of demarcation which separate one social grade from another. And yet it is absolutely essential to make some distinction between the different grades of these schools. Observations made upon them collectively would either be too general to have any value, or would be inapplicable to some among them. Tests which might fairly be applied to some would be very unfairly applied to others. I have, therefore, with some hesitation, decided to divide these girls' schools into the same divisions as those employed for distinguishing the several grades of boys' schools (see pages 237–8). But I must admit that the arrangement is somewhat arbitrary, and not based, as in the case of boys, upon the demands of the labour market.

Division of girls' schools into grades.

Difficulty of distinguishing between proprietary and private schools for girls.

A reference to pages 241-2 will show how very small is the number of girls' schools in London which are not strictly private. It is possible that two or three proprietary schools may have been excluded from that list on account of the great difficulty, in many cases, of discovering with certainty whether a school is really proprietary or private. In several cases where I had at first entered a school as proprietary I discovered on closer investigation that the proprietary body had really no pecuniary interest or financial responsibility in reference to the school, and that it was more a form than a reality, the school being to all intents and purposes really private. In one of these cases the school was really originally proprietary, having been started in

An example.

1850 by a number of clergymen for the sake of securing a cheap and sound education for their daughters. But it only lasted in this condition for 10 years. The proprietors were unable to make it financially successful, and in 1860 they disposed of the concern to the present lady principal, under whose direction the school is, indeed, conducted with much public spirit, though it is no longer a public school. It is, however, only on close investigation that this fact is discoverable, for the institution is called a "College for Ladies," and like Queen's and Bedford Colleges is divided into two departments, the senior department, or college proper, being, according to the prospectus, taught by upwards of 14 professors, and the junior department, or school, being partly taught by some of these professors and partly by resident governesses. The prospectus also gives a list of 12 persons called the "visiting committee." These, however, have really no control over the management of the college, and, with the exception of one or two who are "professors," do not concern themselves at all in its working. The college is, in fact, a private house in which a school is kept, and at which also certain professors attend at stated times to give lectures and lessons. Any respectable girl paying the requisite fees may attend any of the lectures, and may receive lessons. The professor receives three-fourths of each pupil's fee, and the lady principal the remaining one-fourth.

I have mentioned this case in order to show how very difficult it sometimes is to discriminate whether a school is really proprietary or private. It may, however, be remarked that it is a curious and interesting fact that any girls' school which is not really proprietary should desire to wear the appearance of a proprietary school. It is evidence of the fact that those few proprietary day schools for girls of the middle class which have been established in London are gaining the confidence and approval of a portion of the public.

It is not necessary, in the case of girls' education to make the same distinction between public and private schools as in the case of boys' education.

In describing the condition of girls' education in London as I find it in the schools or colleges of the three grades, it will not be necessary to treat separately of the endowed, proprietary, and private schools, or even to make a separation in my treatment between the schools which are, and those which are not, private. There is much less real difference between private and public schools for girls (if one may venture to call any girls' school "public") than between private and public schools for boys; so that on this ground it is not necessary to draw the line between them so decidedly in my report. Moreover it is not, I think, desirable on this, the first occasion of making any inquiry into the condition of girls' education, to be very minute and explicit in criticising individual schools and teachers. I should scarcely feel justified in particularising the defects of any but the very few schools which are really endowed; and sufficient provision for their cases may be made by noticing them specially in the Appendix. I shall therefore treat of the schools which are, and which are not, private together, and shall make a distinction

It is only necessary to distinguish between the three grades.

in my report only between those which belong to the three grades.

I. *Girls' Schools of the First Grade.*

I. Girls' schools of the first grade.

A reference to the table on pages 241–2 will show how very few endowed or proprietary schools of this grade exist in London. I am not aware of the existence of any in sub-districts B, C, or D. None of the proprietary schools whose names are mentioned in sub-district A are of the first grade; and of the eight endowed girls' schools whose names are mentioned in sub-district A, four are not endowed for the general education of girls, as grammar schools are for that of boys, but are rather asylums, established for more definite and limited charitable objects. Indeed I believe that I am justified in saying that there are scarcely any public schools of the first grade for the general education of girls in the whole of London except Queen's College and Bedford College. These two colleges represent the first, and almost, indeed, the only attempts which have been made in London to establish girls' education of the first grade upon a thoroughly public basis, in colleges offering guarantees for the soundness of the education similar in kind to those afforded by public schools for boys, though without sacrificing that retirement and unobtrusiveness which are considered essential for the preservation of the freshness and refinement of female character. It is most interesting to observe how far these two institutions have hitherto been successful in their most praiseworthy aims and efforts, and to endeavour to discover whether their efficiency and usefulness might in any way be increased and extended. A short account of Queen's College will be found in Appendix X., and of Bedford College in Appendix XI.

Queen's College and Bedford College.

Sense in which these may be called "endowed."

I have reckoned these two colleges as endowed institutions, but it must be remarked that they are not endowed in the same sense as that in which the grammar schools, or the colleges of Oxford and Cambridge, are endowed. Queen's College and Bedford College have not at present any endowment for their maintenance. Their only endowment consists of certain scholarships tenable by the pupils, which of course attract pupils to them, and thus indirectly go to augment their funds, but which cannot otherwise be reckoned among their revenue.

Social position of girls who attend them.

The pupils who attend these colleges belong principally to the upper middle class. They are chiefly daughters of professional men, such as clergymen, lawyers, doctors, teachers, artists, and the like. There is, however, among them a certain number of the daughters of tradesmen, clerks, and others engaged in mercantile pursuits. There is also a certain number, especially at Queen's College, of the daughters of the upper classes. Considerable care is exercised in the admission of pupils, and the daughters of persons keeping public-houses are, I believe, excluded from both colleges. The fact, however, that the colleges are only used for instruction, and not for boarding, renders a greater mixture of classes possible than would otherwise be advisable.

The cost of education in these colleges is, considering the solidity and breadth of the curriculum offered, decidedly reasonable in comparison with the general cost of girls' education at schools of the first grade. Yet it is much more dear than it ought to be in a city such as London. It is difficult to see any reason why a citizen of London should be able to educate his sons at such schools as the "City of London School," the "Tower Hill Grammar School," the "Mercers' School," and the like, at an annual cost ranging from *nothing* to 9*l.*, without any extras, while for the education of his daughters in the only existing public colleges he must pay from 22*l.* to 28*l.* annually, exclusive of extras. It is of course partly the want of endowment for girls' education, and partly the number of subjects taught to girls, which renders their education so expensive, even in these two day schools.

Cost of the education which they afford.

On the quality of the education which these two colleges afford, I must refer to Appendices X. and XI.

The tables in Appendix IX. give an analysis of the returns from 22 private schools of the first grade, most of them educating scholars of the same social class as those in Queen's and Bedford Colleges. The cost of the board and education in some of these schools is, it will be seen, very high, ranging from 30 to 100 guineas per annum. Only one of the schools is intended for and used by day scholars only. All the rest are either for boarders only, or intended for both boarders and day scholars. I visited some of these schools, and inspected their buildings and system; and I examined very carefully the scholars in several which I had reason to think were representative of a class. Combining the results of these inspections and examinations with information received from various quarters, I have come to the following conclusions respecting the education of girls in schools of the first grade in London.

General conclusions respecting the present condition of education in girls' schools of the first grade.

1. *The Provision for such Education is at present most inadequate in London.*—Putting out of consideration for the present such institutions as royal asylums, orphanages, and others which are not intended for the use of the general public, and a few institutions designed for the special training of governesses, there are only two public girls' schools of the first grade in all London. There are also very few day schools of the first grade. The greater part of the education of these girls is at present conducted in boarding schools, or in schools where day scholars and boarders are combined.

1. The public provision for it is insufficient.

2. *The Cost of Education generally in these Schools is very high.*—Two or three private day schools exist in which a sound and well-arranged course of instruction is given for about 12 or 15 guineas a year; and the instruction given in Queen's and Bedford Colleges is to be got at a cost of from 20 to 30 guineas a year; but these are almost the only opportunities which exist for parents in London of obtaining instruction for their daughters as day scholars at a cost nearly as reasonable as that for which they educate their sons. All through the east, south, and west of

2. The cost of it is very high.

London there is an almost total want of the means of day-school education of a high and sound character, at a reasonable cost, for daughters of the upper middle classes between the ages of 12 and 19.

3. The buildings and premises of these schools are not satisfactory.

3. *The Buildings and Premises of almost all these Schools* (still excluding from consideration the asylums, &c.), *whether day or boarding, are most unsatisfactory.*—Scarcely any of them are held in a building which was designed for scholastic purposes. Almost all of them are carried on in private houses, which have been converted with moderate success into schools, and it will be seen in Appendices X., XI., that the two colleges fall within this category.

Description of these premises.

The best premises that I have seen were those of a few private boarding schools in the suburbs, such as Sydenham and Blackheath, where, the houses being built at wider intervals, and often surrounded by private grounds, means have existed and have occasionally been used of adding a fair-sized schoolroom or dormitory to the original building. Occasionally, also, a school is held in an old mansion which has large and lofty rooms, and in which, therefore, the allowance of cubic feet of air to each scholar is healthy, though in other respects there may be great defects in the premises. But such cases are, of course, comparatively rare in London, and, as a general rule, the premises of girls' schools of the first grade are worse than those of similar schools for boys. The scholars are generally overcrowded in class and in dormitory. The sizes, numbers, and dimensions of the rooms are not such as to suit the best classification of the school, and the school has therefore generally to be classified in accordance with the exigencies of the building.

Want of proper scholastic furniture.

The rooms are not suitable in shape for scholastic purposes, and are seldom furnished with the best or indeed with any especial scholastic furniture. Among all the schools which I visited I can scarcely recall more than two or three instances (except at the two colleges) of a class-room furnished with parallel desks, blackboards, easels, and the other essential apparatus for effective class-teaching. Ordinarily the class-rooms of these schools are furnished only with common tables and chairs of household use, at which the pupils sit in disorderly array, some with much some with little room for writing; some leaning on the table, others resting against the wall; some fronting the teacher, others turning their backs towards her. Occasionally, even in some of the better day schools, a class-room is supplied with nothing but a bench round the wall on which the pupils sit, while the teacher occupies a chair in the middle, and if the pupils write at all they do so on little scraps of paper held in the hands on a book or slate.

Want of playgrounds.

One of the most serious defects of these schools, and particularly of those within the more closely populated parts of the town, is the want of playground. The Commissioners are aware that there is a great difference between different girls as to their physical capacity for continuous study; and, moreover, that in this respect great changes take place in girls at different periods of their girlhood. Hence arises the great difference of opinion

between different persons as to the amount of intellectual pressure to which a girl of 12 and of 16 years old may with prudence be respectively subjected. Without pretending to discuss such a question, I may safely assert that greater caution seems to be required in applying mental pressure to girls than to boys, and that the cases of injury from overwork seem to be more common in the case of girls than of boys. This danger, which though often exaggerated in individual cases, is real and cannot be ignored, is due no doubt mainly to physical causes. But I believe it to be aggravated in very many instances partly by want of sound early mental training, and partly by the neglect of physical education. Girls who have been brought up in the country and have been badly taught, so that their mental powers are undisciplined, and they do not know how to make the best use of them, are sometimes suddenly introduced to the classes of masters, and to all the excitement of intellectual competition. They become suddenly interested in study, they pursue it with feminine ardour and impetuosity, and as a natural consequence their untrained mental faculties find the burden to be greater than they can bear. Want of well-regulated continuity in study is the cause of many of the present evils in the education of girls, and particularly of frequent failures in health. But one of the greatest causes of these failures in health is, I am sure, the *neglect of physical* training.

Importance of proper means of recreation to girls engaged in study.

A reference to column 19 in the table in Appendix IX. will show that in many of the schools of the first grade, returns from which are there analyzed, callisthenics are used, and a belief in the necessity of some system of physical education is no doubt increasing among principals and teachers of girls' schools. At present, however, there is not much appreciation of this necessity among parents of the upper middle classes, and as many systems of callisthenics are expensive parents often object to pay the necessary extra fees. In some schools too which profess to use callisthenics the exercises consist of little more than the ordinary lessons in dancing and deportment, and in very few schools is there to be found a regular system of physical training based upon a study of physiology, and adapted to the exigencies of girls' schools. It is much to be desired that girls should have an opportunity when at school of attending and being trained at a regularly furnished gymnasium, (such as that so well known to English residents in Brussels,) under the careful superintendence of a professional and well-educated trainer. And if such schools of physical education could be established in different parts of London the pupils from neighbouring schools would have an opportunity of exercising at them at a cheap rate. The expense of erecting a good gymnasium at a school is great, and besides most schools have not space enough on their premises for such purposes. Moreover the presence of a skilful and judicious *expert* is required to superintend the exercises, and of course this could be best provided by the girls attending at a common centre. Meantime, until better provision can be made for this training, the system of musical gymnastics devised by Dr. Dio Lewis of Boston, U. S., and lately introduced into some London schools, seems to be extremely useful, and suitable to

Neglect of physical education.

Callisthenics in girls' schools.

present emergencies. Some account of this system will be found in Appendix XII.

Why callisthenics are not satisfactory.

The weak point of all, even the best callisthenic exercises, in girls' schools is that they are conducted indoors. Even supposing the best system of callisthenics to be established at schools, and all pupils to be required to go through a regular course of physical training, there would still I think be one great want or defect in girls' education remaining—I mean the want of suitable out-door exercises. Boys have in their schools this great advantage over girls, that when they come out from class they can generally fall to some game in which they take the keenest interest, and become so absorbed that they forget their lessons for the time. Indeed, so much organization and skill are required for some boyish games, and so keen is the interest taken in them, that at some of our public schools the games are considered by the majority of the boys as of far more importance than the studies, and the whole hearts of many boys are so wrapped up in cricket that it is most difficult to win their attention to grammar or algebra. But the great interest attaching to these games has one immense advantage —it causes the game to divert the mind as well as to exercise the body. Boys who are engaged in cricket, football, rowing, fives, and similar games, during the intervals between school hours, not only have their bodies well exercised, but also have their minds diverted from their studies into a totally different channel, and thus those among them who are diligent and studious are prevented from overtasking their brains, and are forced to give them some rest. Girls have not this advantage. The out-door exercises which they get are not generally such as to thoroughly divert their minds whilst exercising their bodies; and consequently many girls, even if forbidden to read books during the intervals between school hours, and forced to go out of doors, cannot prevent their minds from running on their tasks. In the great majority of schools there is no out-door exercise except walking, a most inadequate provision both for exercise of the body and diversion of the mind. To some schools situated in the suburbs of London there are grounds attached, in which the pupils can obtain out-door exercise; but even in these the only games used seem to be such as croquet and those like *les grâces*, classified in Appendix IX under the head of *miscellaneous*. Most of these games are too desultory and require too little organization to afford any real diversion to the players' minds; while croquet, which is no doubt a game of some skill and much interest, is not a healthy game, because it necessitates much lounging and standing still, and a good deal of stooping. If the Commissioners will compare column 19 in the table in Appendix IX. with column 18 in the table in Appendix VIII., they will see how great is the difference between boys' and girls' schools in respect of provision for out-door exercise. I think it cannot be too strongly impressed upon the proprietors of girls' schools in the country which have some spare ground round them, that they ought to provide their pupils with games which shall be sufficiently violent to exercise thoroughly their bodies, and sufficiently difficult to thoroughly divert their

Necessity and advantages of outdoor exercises.

minds. In the case of London girls' schools the difficulty of providing suitable recreation for the pupils is aggravated by want of space and the high price of land; but, on the other hand, schools in London ought to be day schools, and the responsibility of providing suitable means of recreation for their pupils is not so great in the case of day schools as in that of boarding schools.

4. The quality of the teaching in these schools is not satisfactory.

4. *The Quality of the Teaching in these Schools is unsatisfactory.*—The teachers in these schools may be divided into two classes, *the visiting teachers* and *the permanent teachers*. In the preliminary note to column 9 in the tables in Appendix IX., I have endeavoured to explain the difference between the mode of teaching by visiting teachers (which I call the professorial system) and that by permanent teachers (which I call the tutorial system). A reference to that column will show that most of the schools of the first grade employ both systems and combine them. Still there are some day schools in London in which there are no permanent assistants, and in which the class-rooms merely serve as reception rooms for the "professors" who attend at stated intervals and instruct the pupils; and there are also some boarding schools, sometimes styled "finishing schools," in which the whole of the instruction is conducted by these visiting "professors," the lady principal and her assistants simply "superintending and directing" the studies of the pupils, but not taking part in their instruction. In most schools, however, of the first grade there is a staff of permanent governesses, who are supposed to prepare the pupils for the "professors," and to supplement their work.

In speaking of the qualifications of teachers in these schools it is right to distinguish between visiting and permanent instructors.

In speaking of the *qualifications of teachers* in these schools, it is right to distinguish between the permanent governesses and the visiting professors. The number of subjects of which it seems now to be thought desirable that an accomplished young lady should know a little, make it necessary that her instruction should be conducted by a great many different teachers. A reference to column 11 in Appendix IX. will show how very great is this number of subjects, and in the preliminary note on that column I have given some account of those subjects. In the same Appendix, column 7 shows how numerous are the teachers in these schools proportionately to the scholars, and through what a number of hands a pupil must pass in the course of her daily instruction. In some small schools the number of persons engaged in imparting instruction (including the visiting as well as the permanent instructors) is actually greater than the number of those receiving it, while the proportion of one teacher to every scholar is (as a reference to column 7 will show) by no means uncommon. It will be obvious that many evils result to the education of girls from this state of things. But I may mention here that one of the worst of these evils is that the girls are not brought for a sufficient length of time under the influence of any one powerful mind. They are passed so rapidly from one teacher to another that they fail to receive those important impressions which might elevate and fashion their characters, and which boys at school and young men at college so often owe to some one or two great master teachers.

Qualifications of visiting instructors.

Teachers of accomplishments.

The visiting teachers at these schools are of two classes—those who teach the solid subjects of education, such as the classical and modern languages and literatures, arithmetic, mathematics and science, history and geography; and those who teach "the accomplishments," such as dancing, instrumental music, flower painting, &c. The universal demand for "accomplishments" in girls' education, and the very high prices which parents are willing to pay in order to secure that their daughters shall be "accomplished," have attracted very able teachers of these subjects to the first-grade schools. It is not too much to say that some of the highest musical and artistic talent in Great Britain is engaged in giving instruction in these subjects to pupils at these schools.

Teachers of solid subjects.

But the same value has not been hitherto attached by society and by parents to instruction in the solid subjects, language and literature, arithmetic and mathematics, history and geography, and parents are often unwilling to pay an adequate price for instruction in them. Consequently the visiting teachers of these subjects at first-grade schools are often comparatively inferior to those who come to teach the "accomplishments." The want of really first-rate scholars to teach such subjects as Latin, French, and mathematics at these schools is one of the greatest existing defects of female education. Very seldom are the names of men who have taken the highest honours in the examinations of Oxford, Cambridge, or London, to be found on the list of teachers even of the best of these schools; and when they do undertake this kind of employment, as at Queen's and Bedford Colleges, it is generally considered as condescension on their part to do so. The remarks which I have made on pages 289–292 of this report in reference to the teaching of graduates of Oxford and Cambridge in boys' schools, apply with still greater force to their teaching in girls' schools, because they are generally less able scholars and are less regularly employed in the work; and the subjects which they teach are reckoned of inferior importance, or are considered as great mysteries of which it would be unfeminine to possess more than a superficial knowledge.

Of all the "solid" subjects mentioned above, those comprised under the name of modern languages and literature are most prized by parents, and ranked next to the accomplishments. These are generally taught, as at boys' public schools, by foreigners, and the objections which on pages 298–302 I have urged against the teaching of French in boys' schools apply in some measure to the teaching of modern languages in girls' schools, though in a less degree, perhaps, because girls attach more importance to the subject, are more anxious to learn, and less disposed to ridicule the accent or other peculiarities of a foreigner.

On the whole, except at Queen's and Bedford Colleges, where gentlemen are employed in teaching some of whom might well have charge of the highest forms in our best public schools, and at a very few private schools whose principals have determined to make a stand against the frivolous character of girls' education, and to secure really able masters for Latin and mathematics, the

quality of the visiting teachers of language and science is very inferior in girls' schools of the first grade. I have come to this conclusion partly from hearing these masters give lessons; partly from inquiries made of principals of the schools; and partly from examinations of girls in portions of subjects which they had just been learning from such teachers.

Qualifications of permanent instructors.

Judging by similar tests, I am inclined to think that the character of the instruction given by the permanent teachers, or governesses, at these schools is also generally far from satisfactory. In most private schools of the first grade (as will be seen on reference to column 9 in Appendix VIII.) the education of the pupils is conducted by a combination of the teaching of visiting masters with that of resident governesses. In the rare cases where the lady principal thoroughly understands her business, is a woman of superior information and ability, is devoted to her work, has a faculty of organization, and has surrounded herself with her own pupils as assistant teachers—this combined system works well, and is I think the best that can be adopted in the present condition of women's education. In such a case it is the duty of the resident governesses to see that the pupils prepare their work soundly and thoroughly for the masters; to insist upon accurate knowledge of the rudiments of each subject; to go over the elementary portions of the work carefully and repeatedly with the slower or more careless pupils; to see that the knowledge of back-work is carefully kept up; and, generally, to secure that the pupils are in the best possible condition for profiting by the higher genius of the master. But I regret to say that in many schools this work of the assistant governesses is not properly done. Most lady principals are so defective in their knowledge of the art of organizing and administering a school that they neglect the most obvious and essential details of method. In one of the best private schools which I examined I found a visiting French master really teaching a junior class remarkably well in the irregular and reflective verbs and the rudiments of composition. His method was catechetical, his knowledge of English remarkably good, and he kept the whole class interested and attentive while insisting on exactness and accuracy. After his lesson was ended we gave the class a little piece of composition to do, which they did on the whole very well. Then we examined them in the regular verbs and earlier part of their grammar, when, to the great annoyance and to the evidently genuine surprise of the master, they were found to remember next to nothing of the back-work. At first I was at a loss to account for this; but afterwards I found that it was owing to a want of proper arrangement between the visiting master and the resident governesses. I found that the master had no knowledge of what the governesses were doing, but supposed that they were revising and reviewing the work which he did, and that they did not know in what part of the grammar he was working; so that far from co-operating with him the governesses might, for ought he or they knew, he actually thwarting his efforts. Yet the arrangement of a plan of co-operation would have been a very simple matter, had it only

They generally act in combination with the visiting instructors.

But do not work well with them.

Example.

occurred to the principal. But it is astonishing how often in girls' as in boys' schools the principals and teachers seem to be ignorant or careless of the most elementary principles of method. This want of organization in working the "combined" system of instruction is very injurious to the advancement of the pupils. Girls' education is at best multifarious, and confused enough, without the additional evil of want of co-operation and harmony of system among their numerous teachers.

Causes of the defects in the teaching of these governesses.

The defects in the teaching of these governesses seem principally to arise (*a*) from want of breadth and accuracy of scholarship, (*b*) from want of knowledge of the art of instructing a class.

(a) Want of scholarship.

(*a.*) *Want of Breadth and Accuracy of Scholarship.*—Owing to the entire absence in this country of any public means of superior education for women, of any regular facilities for their extending their education beyond the age of 17 or 18, there is a lack of that general diffusion among them of accurate study and scholarship which must prevail before there can be an abundant supply of women qualified to teach well in first-grade schools. In the case no doubt of a certain number of girls who are brought up from girlhood to become teachers, fairly adequate education is provided by a few educational homes and other special institutions. But the effect produced by these praiseworthy societies is like a drop of water in the ocean. The vast majority of female teachers take up employment against their will and unexpectedly. Excepting a few enthusiasts or noble-hearted philanthropists, no women become teachers if they can avoid it. Most of them have been driven by misfortune, death of a professional parent uninsured, loss of moneys insecurely invested, heartlessness of relations who have preyed upon them, "not being left so well off as they expected," disappointments, in short, and accidents of all kinds more or less unexpected, into tuition. Few girls belonging to the middle classes can feel quite sure that they will not some day have to make their own bread. And if they have to do so, it is nine chances to one that they will have to do it by tuition.* This one consideration suffices to show the utter inadequacy of attempts to secure the competency of female teachers by providing governesses' homes and the like. There is only one means of securing this competency, and that is by providing for all Englishwomen of the middle class the opportunity of higher liberal education. Culture must begin from above and work downwards, operating first on those who have to diffuse it, and making knowledge more general and more cheap than it has been among women. We must begin by teaching not only all the actual but all the possible teachers, that is, women at large. At present no such means of higher education of women exist; and it is rare and may be said to be accidental to find a woman both willing and qualified by her study to teach in a scholarlike way (*see* the table in Appendix XIII.) Moreover, owing to the want of any adequate test, it is extremely difficult for a principal to recognize the merit of a well-educated woman, if such an one should apply for a situation. Proprietors of schools have fre-

Due to the neglect of superior education by women.

* See, on this question, Appendix XVI.

quently told me that they are most anxious to secure the services of none but thoroughly qualified mistresses, but that they have no means of judging of such qualifications. It is true that some institutions, such as Queen's College, and many other private "colleges" and "collegiate schools," give diplomas or "certificates of knowledge" to their pupils (*see* Appendix X. p .) But such certificates are, for obvious reasons, not satisfactory. What is wanted is an uniform, public, authoritative, and (above all) entirely independent test of knowledge, similar to the examinations of Oxford and Cambridge, or such as might be provided by the opening of the examinations of the London University to women. Until the higher education is amply provided, and the results of that education are authoritatively tested, there will be no adequate supply of well-informed governesses. This matter seems to lie at the root of all improvements in the education of girls, and is the point which I desire most strongly to impress on the Commissioners.

(*b*) Want of knowledge of the art of instruction.

(*b.*) *Want of Knowledge of the Art of instructing a Class.*—From what I have said on page 388 of the furniture and arrangement of many of the class-rooms in girls' schools, it will be gathered that the mistresses in such schools are often placed under great disadvantages in their class teaching. It is of course impossible to engage and maintain the attention of a class if its members are not arranged in an orderly and systematic manner. And, indeed, it is one proof of the want of knowledge of the art of teaching prevalent among these governesses that they do not seem to care for their class-rooms being properly supplied with desks and other suitable furniture and apparatus. I am sure that in several schools which I have visited the lady principals would readily supply what is requisite if the governesses showed by their representations that they knew exactly what was wanted and why it was wanted.

Comparison of these teachers with trained mistresses of elementary schools.

I seldom succeeded in inducing governesses to teach before me. And when I did I found very few who handled their classes in a satisfactory manner. In this respect I consider that the mistresses of these first-grade schools are on the whole inferior to the mistresses trained in our best normal schools. For several years I had an opportunity of officially watching the results of training mistresses at a very excellent little normal school in the north of England. The teachers who came from that normal school had, of course, no acquaintance with foreign languages, and were inferior to the governesses in middle schools in their general culture and reading. But they taught what they had to teach very much better, partly because they knew it more thoroughly, partly also because they had been for two years engaged in constant study and practice of the art of teaching. The only schools of the first grade in which I heard lessons given by the governesses which showed any real acquaintance with method and any signs of systematic teaching were some in which the governesses had been trained in the Home and Colonial Institution. Some account of the work which this institution is carrying on for the improvement

Work done by the Home and Colonial School Society in training governesses.

For secondary schools.

of the secondary education of girls will be found in Appendix XIII. The instruction in the art of teaching, and, above all, the opportunity of practising in its secondary schools afforded to governess-students by this institution, are of the highest value, and it was easy to see in any school where these trained governesses were employed how much confidence and tact in handling their classes may be given by even a short six months' course of training. In illustration of this question, I may mention a case that came under my notice during the course of this inquiry. One of the best managed large private schools of this grade sent in 13 senior pupils to the first examination conducted by the Cambridge syndicate. At Christmas, 1863, of these 13 only 3 passed, 8 having failed entirely in arithmetic, and in that subject only. The lady principal, who had selected her governesses with great care, was convinced that this result was due rather to their inability to impart instruction than to their want of information. Consequently, when in the summer of 1865 I visited and examined her school, I found that she had engaged the services of one of the mistresses of the Home and Colonial Training College to give lessons to her governesses in the teaching of arithmetic and grammar. At the subsequent examination held by the Cambridge syndicate at Christmas, 1865, there was a most surprising improvement in the results obtained by the pupils of this school. Whether the improved teaching, or the stimulus afforded by the examinations, chiefly caused this effect, I will not pretend to decide. Probably both operated. There are several other institutions in London which are engaged in preparing governesses for the duties of their profession, and in this respect, and this one only, as it seems to me, secondary education of girls has a little advantage over that of boys in London, namely, that some attempts have been made to afford to mistresses of secondary schools the means of learning the duties of their profession, and of preparing themselves to discharge those duties properly; whereas young men who intend to be masters in grammar schools and other secondary schools have no such opportunities whatever. (See pages 289–292.) Of course the means at present existing for the training of governesses, even if they were more generally known and valued, are totally inadequate to the requirements of the country (see Appendix IX., column 8), and, of course, such training as that afforded by the Home and Colonial School Society will not remove the grand defect in governesses of which I have already spoken, namely, the want of sound and superior education. Six months' or even 12 months' training and instruction at the institution in Gray's Inn Road, or elsewhere, will not convert an ill-educated girl into a sound scholar, and the want of sound general education is a far worse defect in a teacher than the want of professional training. (See page 394.) The return made to me by the Secretary of the Home and Colonial School Society (see the table in Appendix XIII.) shows how very defective the society finds the education of those young ladies to be who enter the institution for the purpose of training and instruction. The evidence is the same from other

Illustration of the value of this training.

institutions for training governesses, the same from the two Colleges, the same from every well-informed quarter to which I have turned for information; all complain alike of the want of sound grounding and thoroughness which they find in the general education of the young ladies whom they are preparing to be teachers. Nothing but a general improvement in the mode of educating girls of the middle classes can remove this fatal defect. And if this general improvement takes place, many of the other desiderata, such as increased appreciation of the value of sound education for women, increase of salaries of teachers, greater discrimination between good and bad teachers, the closing of the profession to persons utterly incompetent, and the elevation of really competent teachers to a higher social position, will soon follow. How uninviting are at present the position and the prospects of the majority of women engaged in teaching in middle schools I need scarcely say. Even in the most expensive schools the assistant mistresses are often miserably paid (see column 10 in Appendix IX.) And if domestic tuition came within the province of this Commission, I might fill a volume with sad details of the unworthy treatment which governesses in private families often experience, and the misery which they sometimes undergo. Some evidence on the question of the position and prospects of female teachers will be found in Appendix XVI.

5. *The Results of the Instruction given in these Schools are not satisfactory.*—I have already given (on pages 248–252) an account of the means which I took to ascertain the character of these results. It will be there seen that in my examinations (which were partly oral and partly written) I had two main objects in view, namely, (*a*) to ascertain whether the pupils in these schools had been on the average well grounded, and were generally sound in their knowledge of elementary work; this I endeavoured to do by examining them in dictation, arithmetic, and grammar; (*b*.) to ascertain whether they were receiving a solid education in language and science, history and geography, and to judge as far as possible of the amount of culture imparted to their pupils by these schools. I shall speak briefly of the conclusions I have come to under both these headings.

5. The results of the instruction given in these schools are not satisfactory.

(*a*.) The results of my examinations in elementary subjects in these schools have been invariably unsatisfactory in all respects except in reading and spelling. As regards reading, I found some schools in which it was very well taught, and others in which no attempt had been made to teach it methodically.* As regards spelling, the quality of which I have judged by exercises in dictation, I find a considerable difference between schools. In the public schools, such as those attached to Queen's and Bedford

(*a*) Elementary attainments of the pupils. Reading and spelling.

* Some lady principals appeared to think it quite unnecessary to have any *system* of teaching reading to classes of young ladies, and I fear that I have much offended one or two by asking questions on such a subject. One mistress, of whom I inquired whether she ever gave any simultaneous lessons to the junior classes, said that she should not think of trying such a plan with young ladies; such ways were only suitable to the schools of the poor.

Colleges, and in some private schools, I found the spelling of the girls to be fair (see Appendices X. and XI., pages), but in some private schools I found it to be very bad. I almost always gave eight lines of dictation, generally taken from the passage at the head of paper XI. (from the words "*Immediately,*" &c. down to the word "*surprise,*") and I considered the result of the exercise to be good if the girls, of an average age of 12 and upwards, did not make on an average more than one mistake each in spelling, and if half of them were correct; fair, if their average number of mistakes was not more than three, and if one-fourth were correct; and bad whenever the result was worse than this. This standard was certainly not too high; it is lower than that by which I have been used to be guided in reporting on elementary national schools in Cumberland and Westmoreland; but for reasons given on page 250 I thought it not advisable to pitch my standard in judging of the elementary work in secondary girls' schools quite so high as I have been used to pitch it in reporting on elementary girls' schools. I have no record of any class of girls about 12 years old in any first-grade school that I examined reaching the standard of "good." No dictation, for example, was ever so well done for me by girls as that by the boys at the Hertford branch of Christ's Hospital (see Appendix V. page 489). But then it must be remembered that these boys have fewer subjects to study than these girls. Music and other "accomplishments" and needlework take up a large portion of the school time of these young girls. In several schools that I examined the classes of young girls (age about 12) succeeded in reaching the standard of "fair" in spelling; but in some the result was far worse than this. In one private school, for example, a very favourable specimen in some respects of its class, a division consisting of 18 girls (average age 11 years, average time in the school two years) made an average of nearly nine mistakes in the passage of eight lines; some girls of most respectable parentage showing a total ignorance of the spelling of the commonest words. On the whole, however, I do not think that the spelling in private girls' schools of the first grade is generally worse than in those for boys of the same grade.

The spelling in these schools is not generally worse than in boys' schools of the same grade.

Arithmetic.

The results of my examinations in *arithmetic* are extremely unsatisfactory in these schools. In almost every school that I examined, whether public or private, I found the girls to be in respect of arithmetic both backward for their age and badly grounded; and I feel quite certain that if the girls in half-a-dozen of the best national schools which were formerly under my inspection in the lake district were tried in a competitive examination in elementary arithmetic against the young ladies of an equal age in half-a-dozen of the best schools that I examined in the course of this inquiry, the national schools would produce the better results. I feel no doubt of this, because I have examined several of these schools in accordance with the standards of the revised code (see page 251), and have carefully tabulated the results, so as to be able to compare them with those which I used to obtain from elementary schools in Cumberland (see my report to the Lords of the Com-

There is a great lack of proficiency in the elements of arithmetic.

mittee of Council on Education, in the blue book for 1864–5, page 60–64, and compare tables I.–IX. in Appendix XIV.) I also made a general examination of all the pupils in Queen's and Bedford Colleges between the ages of 14 and 18, and of the pupils in several other schools of the same age, in the preliminary part of papers I.–IV. (see Appendix I.), and the results of these examinations seem to me to show conclusively that these girls have been very improperly grounded in arithmetic. I beg to refer the Commissioners to the tables V., VII., VIII., IX. in Appendix XIV. as specimens of the evidence on which the statement is principally based. They will there see that the defects in the arithmetical knowledge of these girls are very great, and may be classed under two heads, namely, (1) ignorance of the elements of arithmetic, such as notation, the manipulation of vulgar and decimal fractions, the use of practice and other methods of shortening long processes, &c.; (2) want of instruction in the science or principles of arithmetic, producing an inability to give reasons for processes, or a work or question put in a novel or unusual form; want, in short, both of rudimentary discipline and of early cultivation of intelligence.

Grammar.

The preliminary grammar papers were intended to test, in combination generally with some oral examination, whether girls in these schools between the ages of 14 and 18 had been soundly and intelligently grounded in the elementary laws of grammar, on the basis of some one language, either Latin, English, or French. For this the pupils were requested to choose for examination that one of the three languages which they had been most recently studying, or the grammar of which they felt they knew the best. The questions were intended to be framed so as in the first place to be within the reach of a beginner who had learnt the inflections and elementary laws of syntax from the text of any tolerably good grammar, and in the second place to elicit answers which might show whether the teaching had been broad and scientific, whether the pupil had really received any hints as to the realities which underlie the formal rules of most text books, and had made any advance towards studying the science of grammar. I was also particularly anxious to see whether analysis had been mastered by the majority of these pupils. I look upon the "analysis of sentences" as a valuable element of grammatical teaching in all schools, and especially at present in girls' schools, because of its connexion with logic. If really well taught according to a good system (such as that of Mason), it exercises the reason, makes the student think of the meaning of words and not of their forms only, and helps to obviate the great defect of all elementary training in grammar, namely, a tendency to exercise too exclusively the memory. As a system of weighing the real meaning of words and phrases, and investigating their exact relations to one another, it is more suitable to a modern language which, like English, has lost most of its inflections, than the Latin syntax; and until the time shall arrive when we shall possess a really good English grammar, written by a scholar not only versed in Latin but in Anglo-Saxon and other Scandinavian languages, it is almost the only valuable

Importance of the study of the logical analysis of sentences.

part of the study of English grammar. Even in studying Latin the use of it is very great as an auxiliary to syntax.

Unsatisfactory results in grammar.

The results of my examinations in grammar have not generally been more satisfactory in these schools than those in arithmetic. I find in the papers worked for me in elementary grammar by the pupils in these schools the same want of accurate grounding in the elements, and the same want of the rudiments of scientific training.

Latin grammar.

The papers in Latin grammar were scarcely ever attempted, even by pupils who had been making Latin one of their principal studies; and when they were attempted they showed ignorance of such elementary facts as the inflections of regular verbs and of nouns and pronouns, the laws of concord, &c. In a few cases where the pupils declined to take the Latin paper, though the prospectus of the school showed they were learning the subject from a master, I gave them some oral examination, but always with most unsatisfactory results. In other cases the lady principal begged I would not examine in that subject, as "not much was made of it." The paper on English grammar was the one most commonly selected, being supposed to be the easiest, and it was generally very badly worked. I found pupils generally quite unable to answer

English grammar.

such questions as those on English grammar in paper V. (see Appendix I.). Some of their answers show great ignorance of elementary matters, such as the inflections of irregular verbs, the pointing out of parts of speech in a single sentence, &c. Others show extraordinary mental confusion, such as the attempts to distinguish between a common and proper noun, to explain the difference between the use of adjectives and adverbs, to give the reasons for corrections of ungrammatical sentences, &c. The

And analysis of sentences.

analysis has been almost universally a failure. I scarcely ever find any attempt to give a searching account of the relations of a subordinate to a principal clause, which is one of the most valuable parts of analysis. Most girls omitted altogether to consider these relations; and the few who attempted to do so showed by their vagueness or their blunders that they had not mastered such rudimentary facts as the difference between an adverbial and adjectival sentence. But, indeed, few reached this region at all, most of them breaking down in the more elementary parts of analysis, confusing extensions of predicate with enlargements of subject, &c.

French grammar.

The grammatical results, however, which most surprised me were those in French. I thought that at all events I should find the elements of French grammar thoroughly well known in these

Want of sound rudimentary grounding in French.

schools. I never expected to find young ladies of 16 and 18, whose parents were paying 100*l.* to 150*l.* a year for their education, ignorant of the inflections of the most common irregular verbs, such as dire, faire, venir, &c., ignorant of the most elementary rules of syntax and composition, and unable to turn simple sentences (such as those in paper IX. question 2) into French without blunders. Yet I found this to be very frequently the case. I found that girls who were having conversational lessons in literature, &c., with Parisian teachers, were unable to construe easy French into correct English, or to turn easy English sentences into French,

without making grammatical blunders which showed thorough unsoundness of grounding; and when they were asked orally or on paper to give the tenses of common verbs, I very often had such answers as the following:—

I come - -	Je vis; or, Je vens.
I shall come - -	Je venerai; or Je venai.
I should have come -	Je venis.
I do - -	Je fis; or, Je fait.
I shall do - -	Je ferrais; or, Je fairai.
I should have done -	J'aurais fu.

(See Appendix XIV., tables VI., X.) I found, in short, the same want both of accuracy and intelligence in the rudimentary French grammar as in that of English grammar; and the conclusion which I was compelled to form respecting the rudimentary teaching of girls in grammar was much the same as that which I have stated respecting their instruction in arithmetic. It shows both a want of early and systematic mental discipline and a want of cultivation of the logical and reasoning faculties. And I am strongly of opinion, from the results of this part of my inquiry, that the rudimentary training of the daughters of the upper middle classes is most unsound, inaccurate, and unsystematic; and such as to render it almost impossible for them to derive real benefit from the teaching of the expensive masters under whom many of them are placed for a short time in order to "finish" their education.

(*b*) Results of the advanced instruction.

(*b*) And this leads me to the second consideration, which I here had in view when inspecting and examining these girls' schools, namely, what is the amount of culture imparted to their pupils by these schools. On such a wide and difficult question as this I can only enter very briefly. I feel that my opportunities in this inquiry and my general experience of female education have not been sufficient to justify me in writing in general terms about it. I shall therefore confine myself strictly to a few leading facts which have come under my own observation. It will probably be sufficient for the present purpose if I say briefly what I find to be the results of the advanced instruction in these schools in a few leading subjects; such as *mathematics* (as the means of teaching the laws of number and magnitude, and of training the mind to sustain an accurate course of argument from given premises), *French* (as a vehicle of linguistic cultivation), *history* and *geography* (as means of awakening intelligence and enabling the student to understand what is going on in the world around), and *drawing* and *music* (as means of training the eye and ear to appreciate beauty and harmony).

In mathematics very little is done.

I find that very little of *mathematics* is taught in these girls' schools; and that generally in cases where it is taught the results are not satisfactory. Except the colleges in Harley Street and Bedford Square, few first grade schools attempt to give systematic instruction in mathematics, or to allot to the subject so much time as shall enable the student to make any real progress. Algebra is very seldom taught; Euclid is more often taught, but

Example.

seldom well. At an expensive school where a clergyman (graduate of Cambridge) was engaged to teach Latin and mathematics, I found that the first class consisting of seven girls (on an average more than 16 years old) professed the first book of Euclid. I examined them orally on the black board in this book. They all failed entirely; four of the seven, being quite unable to do anything, even when the figure was constructed and the demonstration commenced for them; and being also quite ignorant of the definitions and axioms. The remaining three remembered the 32d proposition (being the last which they had prepared) very fairly; but did not remember any of the earlier propositions or the definitions. The pupils were not at all alarmed or flurried. They told me in the most simple manner that they always entirely forgot a proposition directly they had said it to the teacher. I believe this is not at all an unusual case; and on the whole, I have no hesitation in saying, that sufficient prominence is not given to geometry in these schools as a means of training the pupils' minds to reason accurately from given premises. Nor do I find that any other study in girls' schools serves this purpose. Elementary or formal logic is no oftener and no better taught than elementary geometry; and as for that higher logic which examines the value of premises themselves, and criticizes the laws of thought, it belongs to the sphere of higher or superior education, into which these schools do not profess to carry their pupils. I attribute to this want of sound training in geometry or logic the extraordinary uses of the words "therefore," "hence," &c., which I find in the English essays, and in the answers to questions on history and geography, written by girls in these schools. For example, in answering question 2, paper XIII, "Give the date, cause, and result of the battle of Agincourt?" A pupil in a private "college" writes thus: "Agincourt was fought in Henry V's. reign, who claimed the "crown in right of his mother who could not reign in con- "sequence of the Salique Law. His claim was, therefore, right. "Hence, he was victorious." The main defects of this answer seem to me to be logical or ratiocinative rather than historical defects. There is, of course, the leading historical blunder of confusing the lineage of Henry V. with that of Edward III. But all the rest of the errors are logical. What the writer of that answer meant to say was probably something of this kind: "Henry V. "(meaning Edward III.) claimed the throne of France in right "of his mother. Although, in consequence of the Salique Law, "she could not herself reign, yet it was argued that she could "transmit to her son the right of inheritance; and this was a "sound argument. Edward's claim was therefore just. And the "justice of his claim was the main cause of his success." This pupil had been some years in the school, but had never learned any mathematics or logic. So, again, a pupil in the same college answering Question 6, paper XIII., "What is the cause of the "difference in climate between Moscow and Newcastle-on-Tyne, "which are on the same parallel of latitude?" answers, "Because "Moscow is wholly surrounded by land, but Newcastle is wholly

Logic is not well taught.

The answers of pupils show want of accurate thinking.

surrounded by water." The notion is tolerably correct; but it is illogically expressed. Again, another answers, "Because Newcastle is an island, and Moscow is a continent." She meant, of course, to write, "on an island," and "on a continent." Here again the conception, however crude, is tolerably correct; but it is not logically expressed. I might quote many other answers from papers in grammar, history, and geography, showing the same want of sound training of the reasoning faculties.

French is not well taught.

French being the language which (next to English) is most universally taught to girls in schools, may be fairly taken as one of the best means of testing their general linguistic cultivation. It occupies in girls' schools much the same place as Latin occupies in boys' schools; and there can be no *one* better test of the linguistic culture in any girls' school than an examination in translation from English into French, and from French into English, with critical questions. From what I have said of the general ignorance of elementary French grammar, it may be supposed that there would be great inaccuracy in the translations worked for me in these schools and a low standard of French scholarship; and as a matter of fact I find this to be the case. Easy translations into French, such as those given in Papers IX., XIX., and XXV. were frequently given up by girls of 16 and 17 as entirely beyond their powers; and when they were worked the result was most unsatisfactory. I speak not so much of the defective vocabulary which the pupils showed, when called upon to translate into French without the aid of a dictionary, as of the apparent ignorance or forgetfulness of the simplest French idioms, and the prevalence of gross grammatical blunders. Even the best exercises, those which were most free from false concords and similar mistakes, were written in very British French. It was only at the best schools that the pupils ventured to undertake, without the aid of dictionaries and other books of reference, the translation of such passages into French as the extract from Macaulay in Paper XXVIII.; and the results were in almost all instances exceedingly moderate. In proof of this I beg to refer the Commissioners to Table X. in Appendix XIV. That Table gives an analysis of the translation of that passage (Paper XXVIII. Appendix I.) into French by a large first class in a remarkably well conducted private school of the first grade, and affords not an unfavourable specimen of the character of the work in French which was exhibited in these schools. It will be seen that the average number of marks obtained for the translation by the class is scarcely 27 out of a maximum of 80; and from the column of "*observations*" it will be seen that the majority of the exercises contained errors which showed ignorance of elementary grammar and want of sound grounding. The following are some specimens of the errors which were committed in these papers. The opening sentence, "Charles, however, had one advantage, which, if he "had used it well, would have more than compensated for the "want of stores and money; and which, notwithstanding his "mismanagement, gave him, during some months, a superiority

Translations from English into French are badly done.

Examples.

" in the war," is translated thus by Number 13: " Karl " avait cependant un avantage, dont s'il avait se servit bien, " aurait plus que remplit pour le besoin de provision et l'argent." And by Number 17, thus: " Charles cependant eut un avantage " que s'il le servit bien aurait plus que compenser pour les " besoins de vivres et d' argent, et que malgre son dedom- " magement lui donna pendant plusieurs mois une superiorité " de guerre." And again, by number 27, thus—" Charles avait, " cependant, un avantage, lequel, s'il avait servi bien, aurait plus " que compensé pour le besoin de stores et de monnaie; et quel, " néanmoins son mal-management, donna lui, pendant quelques " mois une superiorité en la guerre." Number 15 writes—" que " lui donné un superiorité dans la guerre. Ses troupes, en pre- " mier, batturent beaucoup meillures que ces du parlement." Number 22 translates—" in spite of his mismanagement" — " Malgré de son deshabille." Number 12 renders—" The parlia- " mentary ranks were filled with hirelings, whom want and idle- " ness had induced to enlist"—" Les ranks parlementaires étaient remplis d'hommes qui la necessité et la paresse avait persua- dèrent à enlister." Number 26 writes—" Les rangs parle- " mentaires furent remplis d'hommes qui etaient forceés de " s'enrolent, &c." The words—" And even Hampden's regi- " ment was described by Cromwell as a mere rabble of tapsters " and serving-men out of place," are thus rendered by number 28 —" Et même ce regiment fut ecrit par Cromwell comme une " collection d'hommes brusques et domestiques mal-apropos."

In these exercises it is not so much the defective vocabulary, nor even the misplacement of pronouns and verbs in the sentences, which surprises me, as the frequent occurrence of gross blunders in elementary grammar. When, for example, the words " which gave him" can be deliberately rendered on paper " que lui donné"; and " whom want had induced" can be translated " qui la necessité avait persuaderent," what must be the amount of culture produced in these pupils by their study of the French language?

To complete this picture I give the whole of one of the best of these exercises, number 24, and the whole of one of the worst, number 23. They show what are the extremes within which lies the work at one of the best private schools which I examined. I send the originals (without names or any other sign to mark the personality of their writers) to the printer.

Number 24.

Charles, cependant, avait un avantage, qui, s'il s'en avait bien servi, aurait fait plus de compenser pour la manque de vivres, et d' argent, et qui malgré lui donna, pendant plusieurs mois, une supériorité dans la guerre. Ses troupes combattirent, d'abord, beaucoup mieux que celles du parlement. Les armées, il est vrai, les unes et les autres, étaient presque entièrement composées des hommes qui n'avaient jamais vu un champ-de-bataille.

Néanmoins, la différence était grande. Les rangs du parlement étaient remplis des serfs, dont la faim et la manque, leur avaient obligés de s' enrôler.

Le régiment de Hampden, fut regardé comme un des meilleurs; et même le régiment de Hampden fut décrit par Cromwell comme une foule de &c.

Number 23.

Cependant Charles eût un avantage, qui voudrait plus que compensé pour le besoin des et d'argent s'il avait servi bien et que malgré s—lui donné, pendant quelques mois, un supériorité à la guerre. Ses troupes, premièrement guerent d'autant mieux que celles du parlement. Les deux armées, c'est vrai, furent composé presque entièrement des hommes qui n'avaient jamais vu un Champ de guerre. N'importe, le défférence fut grand.

Les ranks parlementaire furent remplis des qui le nécessité et l'indolence avaient enducé de se mettre a guerre. Le régiment d'Hampden fut regardé, comme un des plus bons, et le régiment d'Hampden fut déscrit par Cromwell comme un mère des.

Translations from French into English are not well done.

Nor are the results of the translations from French into English much more satisfactory. Even in the best private schools the translations cannot be called *good;* that is to say, they do not keep close to the original while preserving the English idiom. On the contrary, the pupils, even in the best schools, when translating from plays of Molière or Racine, or from a modern work by Lamartite, which they have lately been reading, are generally very vague in their renderings even of easy passages, very indifferent about adhering closely to the original even where the English idiom will readily allow of their doing so.

In the best private schools too the senior pupils are generally quite unable to answer critical questions. That is to say, they cannot discuss the origin and derivation of words and phrases; trace them through their various phases of signification; reconcile their employment, or point out their disagreement, with the general laws of grammar; illustrate the growth of such usages by other examples from the French or other languages; and, in short, answer such questions upon their French authors, as boys in the upper sixth forms of our public schools are expected to answer upon their Latin authors.

In illustration of these remarks, I may refer to Table III. in Appendix XIV. That table shows the great want of soundness and accuracy in the French of pupils in a good private school. It seems to me that far more thoroughness is required in the linguistic part of the curriculum of an ordinary girls' school, than is at present thought necessary. And the first step towards such thoroughness is, I think, the provision, for schools of this grade, of first-rate instruction in Latin.

The translations from French into English worked for me in other schools, which are not among the best, are really deplorable; showing that the pupils can scarcely have been learning anything from their reading with "professors" or "governesses." On one occasion, I found a class of pupils reading through a well-known French book with a "professor" from Paris. The pupils did not translate any of the book into English, because they were supposed to be advanced French scholars and to understand the meaning of the text readily. Their pronunciation was corrected, and they were asked a few questions in French, to which they could almost always give the monosyllabic answers, "Oui," or "Non;" and this constituted the whole of the instruction. After the professor's departure, I gave them a short and very simple passage which

they had read, to translate upon paper; and found that some of them did not know the English of even common words, or the meaning of the most ordinary expressions. For example, the words—"L'hôtesse dormait dans un coin de la cuisine"—were rendered by one pupil (aged 16) "The hostess slept in a (blank) with the cook." By another (aged 22) "The hostess slept in a (blank) with her cousin."

History and geography are better taught than other subjects.

The results of my examinations in *history* and *geography* are, on the whole, the most satisfactory that I have found in these schools. The pupils seemed to enter with more spirit and heartiness into these subjects than into any others. This was especially the case with history, which I suppose must be a favourite subject with girls, inasmuch as in several instances very creditable oral examinations were passed by senior and junior classes in these schools, and such papers as XIII. and XVIII. were sometimes very well answered. Both the oral and written answers of these pupils to questions in history have struck me as being generally better than those given in boys' schools. The girls seem to excel the boys in their descriptions of character or of events. They seem generally to possess greater powers than the boys of realizing the scenes of history, of reacting as it were the drama in their own minds, and of sympathizing with the actions or sufferings of the past. I found also in my oral examinations, that cases of entire ignorance or mental confusion respecting leading events in British history were less common in girls' than in boys' schools. For example, I frequently found that when I asked in the highest class of a grammar school such questions as "What was the connexion of George I. with the House of Stuart?" or "In whose reign did the conquest of Ireland take place?" or "In what century was America discovered?" or "What is meant by the revolution of 1688?" none of the boys could give me a correct answer. But in girls' schools I generally found that at least some of the pupils, and often the whole of them, could answer such elementary questions. I believe this result is due to the fact that girls generally commit to memory the leading dates of modern history (or at least of British history) which form a sort of framework upon which they can build securely when enlarging the range of their knowledge. The want of such a framework in the teaching of history is like the want of good grounding in grammar or arithmetic; it causes a vagueness and haziness in the student's historical knowledge which produce a result very nearly akin to ignorance. It also prevents their reaping much of the benefit of the instruction conveyed in books, or in articles in periodicals and newspapers. They read, for example, in an article in the "Times" such an expression as "Ever since the revolution of 1688," and they attach no definite meaning to the expression. The girls whom I have examined seem to me more free from this defect than the boys. The common defects in the historical teaching of both girls and boys are that facts are too exclusively taught, and that there is too little explanation of principles. Some teachers tell me that they purposely abstain from treating of these questions, in order to leave the pupils mind unbiassed.

Especially history.

The results in geography are not so favourable as in history, in consequence probably of the fact that the outlines of the subject are not so well known to the teachers, and that the subject is one which gives more mechanical trouble both to learner and teacher than history. It is very rare to find a teacher competent to use a blank map effectually with a class, or to illustrate geographical lessons on the black board with skill and readiness. Frequently the interest of the pupils in this study is not aroused, and they neglect its bearing on the ordinary incidents and affairs of life. For example, I was on one occasion examining orally the first English class at one of these schools in history and geography, and I found two pupils who had lately been to Paris. One of them, aged 16, could not tell by which route she had travelled; did not know at what French port she had landed; whether she had passed Rouen; &c. The other, aged 18, remembered that she went by Newhaven and Dieppe, but did not recollect Rouen; and could not tell on what river it, or Paris, was. I asked her to write down what she recollected of Paris, where she had stayed three weeks. She only remembered two things, viz., first, that she had seen the Empress, and that she was plainly dressed. Second, that the priests in some church (she did not remember which) had been very magnificently dressed.

Geography is not so good as history.

I have already alluded to the fact that teachers of the highest talent are employed in giving instruction in music and drawing at girls' schools, and have hinted at the reasons of this phenomenon. In the case of pupils who have a talent for these arts excellent results are often produced. But in the case of the majority of girls it may well be doubted whether the large amount of time bestowed on these subjects, and especially on instrumental music, is well bestowed. I had intended to give to the pupils papers on music, and exercises in free hand and other grades of drawing, but I found that it was impossible to find time to do so; all that I have been able to do is to hear pupils play and sing, and to inspect specimens of their drawing. I shall, therefore, only say here that as regards the teaching of music in these schools, I am inclined to infer from what has come under my own observation,—

Instruction in music and drawing.

Defects in the teaching of music.

(*a*) That sufficient attention is not generally paid to accurate and careful instruction in harmony, and that which may be called the grammar of music.

(*b*) That much money is spent on the teaching of instrumental music by expensive masters to girls who have not sufficient correctness of ear (or are otherwise unqualified) to play in such a style as to interest themselves, or avoid torturing their friends. When these girls marry they drop their playing altogether. (See Appendix XV.)

(*c*) That even in cases where pupils have sufficient taste to make it worth their while to cultivate instrumental music, that taste is often not judiciously directed. They are allowed to play trashy but showy music, and are not required to study classical compositions with sufficient care and assiduity.

On this subject I may refer to Appendix VI., (on the Academy of Inverness) in my report on the education in certain burgh schools of Scotland.

Instruction in drawing.

As regards the teaching of drawing, the remarks which I have made on pages 302–3 of this report on this subject in the case of boys' schools, apply, with scarcely any modification, to the case of girls' schools also.

Conclusions respecting girls' schools of the first grade.

On the whole, the conclusion to which, at the close of my inquiry into the condition of these first-grade schools, I have come, is that the results of the education given in them are by no means satisfactory. I have already in the course of this report either stated or alluded to the principal causes of this unsatisfactory condition of things. But I may perhaps be permitted to collect in this place and briefly recapitulate these causes. They are:—

(*a*) The *multiplicity of subjects* of which it is thought necessary that a girl should know something. The consequent distraction of mind, and want of thoroughness in any important subject. Subordinately, the time given to showy accomplishments to the exclusion of sound learning. (see the Table in Appendix IX., columns 7, 11, 12, and 21).

(*b*) The *want of continuity, regularity, and system in the education of girls.* The removing of them from one school to another, and again to home or to the houses of friends and relations on long visits. Their consequent imperfect grounding in elementary subjects, (see a remarkable table, illustrating this point, in Appendix XV., and see also Appendix IX., column 13. See also the interesting statement in Appendix XVI).

(*c*) The *want of systematic and well-directed physical education* for girls; which, coupled with the fitful character of their mental education, is often the cause of failures of health, and which renders them less able to study successfully than they would otherwise be. (see the table in Appendix IX., column 19, and compare Appendix XII).

(*d*) The *want of a stimulus* to the girls when they are at school. The fact that none of the schools, not even the public schools, have any systematic independent examinations.* More important still, the fact that there is no provision for the higher education of women, and consequently no superior body which can set the standard of education for the schools, or give point and aim to the work done in them. No goal for the education of girls.

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* Since writing the above I find (June 1867) that Bedford College has commenced a new practice in this matter. The Council have this year appointed two entirely independent examiners to conduct a thorough examination of the school and college, and to report to them on the result. The two examiners were remarkably well chosen, being thoroughly independent, experienced, and competent. They have made a very able and remarkably out-spoken report on the results of their examination, which has been shown confidentially to me. Bedford College deserves credit for having had the courage to lead the way in this respect.

(*e*) The *want of higher education, cultivation, and information in the governesses* who teach in these schools. Akin to this, the low salaries given to them. (See Appendix IX. column 10.)

(*f*) The want, also, among them of knowledge of the art of teaching. (See Appendix IX. columns 6, 8.)

II.—*Girls' Schools of the Second and Third Grades.*

II. Girls' schools of the second and third grades.

A reference to page 241 will show that I have only been able to discover in this district three girls' endowed schools of the 2nd grade, and that these three are all situated in one quarter of the district. They are all small schools, and the amount of endowment which they enjoy is also small. A detailed report upon the girls' branch of the St. Clement Danes schools is given in Appendix III. The case of that school is particularly worthy of attention, because it affords the only example, so far as I am aware, of an attempt to create in this district an endowed day school of the 2nd grade, in which is offered to girls between the ages of seven and 14 a sound grounding in the necessary subjects of secondary instruction at a very trifling cost; in which the "accomplishments" are more or less discouraged; in which there is admission examination; and in which a greater regularity of attendance, and other essentials of a good system of education, are enforced. When the great and rare advantages offered by this institution, in accordance with the new scheme, shall have become better known and appreciated, it is to be hoped that some alterations may take place in certain details of the management of the school, which at present, perhaps, could hardly be effected with judgment. It is a question also whether the sum appropriated from this charity to the secondary education of girls is, considering the great increase of the revenues of the charity and the purposes to which part of them are applied (such as clothing children, apprenticing, almshouses), adequate to the needs of this part of London. I would only remark in reference to this point, that if at any time additional funds should be forthcoming for the support of girls' schools of the 2nd grade here or elsewhere in London, they should not be employed in rendering the education in the schools themselves *very* cheap (though it is important to have it reasonably cheap), but rather in establishing scholarships tenable by girls who have been pupils in these schools at good public schools of the first grade, such as those in Harley Street and Bedford Square. The cost of instruction in the girls' school of St. Clement Danes is probably at least as low as it is desirable that it should be. *What is wanted is endowment, to induce the girls in second grade schools to continue a course of sound, as opposed to fashionable, instruction, and to furnish the first grade schools with a supply of well-grounded pupils.* (See pages 397–401, and Appendices XV., XVI.)

S. Clement Danes. Appendix III.

In Appendix V. I have mentioned *the gradual, and now almost entire, exclusion of girls from the benefit of Christ's Hospital.* When I visited the girls' branch of this establishment at Hertford, I found only 18 girls in the school, divided into three classes, and

Christ's Hospital.

taught by one mistress. I examined them in reading, writing, dictation, arithmetic, English grammar, and English history. Their *reading* was very fair, their *handwriting* remarkably good (quite unusually so for girls), their *spelling in dictation* bad, their *arithmetic* very bad; their knowledge of English grammar and English history very moderate, considering their age and length of time in school.* They were well instructed in needlework. It is also professed that they receive industrial training; but this is of a very limited kind. They are not taught cookery, for example, nor do they receive any lessons, or study any manual, or domestic economy. Like the boys, they perform the greater portion of their own service in hall and dormitories. But there is no systematic and thorough course of industrial training. The arrangement and condition of the premises, the wards, schoolroom, and dayroom, are fair; the only great defect that I remarked being the situation of the lavatory which is downstairs and some little way from the bedrooms.

I shall not enter into the question whether this charity does all that it should and could do for the secondary education of girls. The Commissioners have now full information respecting the past history and present condition of this great foundation, and the governors have shewn, in many ways, that they are thoroughly sincere in their desire to render it as beneficial as possible to the public.

Proprietary schools.

Almost the only *proprietary* schools of the second grade for girls in this district (exclusive of asylums and hospitals) are the West Central Collegiate School in Southampton Row, the Middle Schools of the Home and Colonial School Society, and the Birkbeck Schools. I made a thorough examination of the West Central Collegiate School; but, in accordance with the views which I have enunciated on page 341 of this report, I shall not particularize the results of that examination. I will only say that as a general rule I find public schools better than private schools of this grade; that it is evident that such public schools are greatly needed in all parts of this district; that the few institutions, such as that in Southampton Row, of this kind which have been established, deserve the greatest encouragement; but that they are sadly in need of endowment to help them to make head against "the accomplishments." Solid education for girls can, I think, scarcely be self-supporting for some years to come.

The greater part of that which I have written (on page 397–401) concerning the attainments of the pupils in the first grade schools in arithmetic and other subjects of solid education, and the quali-

* The average age of the first class, seven girls, was rather above 14 years; their average time in this school was more than five years. These girls made an average of 2¾ errors in the dictation (Paper XXI., first eight lines). None of them could pass the sixth standard of the Revised Code in arithmetic. An easy bill, containing only the first four items in Paper I., question 5), was only correctly worked by one of them. Their English grammar and English history are merely learnt by note, from such books as Mangnall's Questions. In the mechanical arts of reading, penmanship, and needlework, they are very well taught; but in other respects the provision for their education is most unsatisfactory. They are neither intellectually nor industrially trained. They receive no physical education.

fication of the mistresses, applies also to these second grade schools. Their teachers would hardly ever give lessons before me; so that I was generally obliged to gather, from my examinations of the pupils, from external witnesses, and from little internal incidents, what were the qualifications of the teachers. These little incidents are often very valuable. When, for example, I find that a time-table, written out by a head mistress, and hanging on the wall of a schoolroom, has a certain day invariably entered as "Teusday;" or that there are no black boards in a school where some of the classes number more than 20; or that there are no blank maps in the school; or that the pupils are never marked for their lessons, and that there is no competition among them; or that the assistant teachers are not expected to prepare their collective lessons before delivering them; or that, in oral examinations, the pupils are always allowed to answer simultaneously; or that great mistakes have been made in adding up registers; or that, when in an examination I have marked the number of mistakes on each girl's paper, a teacher is unable to assist me by calculating the average number of errors; I feel that, although teachers have declined to give lessons in my presence, I am not altogether without direct evidence respecting their qualifications.

Hospital schools.

The most important public girls' schools of the third grade are the hospital schools. In respect to these schools, I desire to call attention to what I have written on pages 335–340 of this report. Much of what I have there said respecting the boys' branches of these hospitals applies equally to those of the girls. I allude especially to the questions of the desirability of establishing (under certain modifying restrictions) graduated admission examinations into these schools; of requiring them to be independently and periodically examined; and of admitting day-scholars to their schoolrooms. I will only add that the time at my disposal has not been sufficient to enable me to make a thorough inquiry into the condition of the numerous asylum and hospital schools in London. It has also frequently been doubtful whether an institution of this kind came properly within the scope of this Commission; the managers or teachers often declaring that the children under their care were principally of the labouring class. Yet I believe that the Commission of 1858 which inquired into the condition of education among the labouring poor, took little notice of these institutions. It has thus happened that a large number of establishments in London, and, probably, throughout the country, possessing in the aggregate very great wealth, and perhaps, capable of being rendered much more useful to the public than they now are, without injury, and indeed with positive advantage to themselves, have never yet been made the subject of an adequate investigation. From what I have seen in the course of this inquiry, I feel no doubt that the results of such an investigation would greatly surprise the public, and that they would help towards the solution of the great questions both of primary and of lower secondary education.

Almost the only *proprietary* girls' school of the third grade in this district is that established by Miss Boucherett in Great Ormond Street, partly from her private income, and partly with aid from the Society for Promoting the Employment of Women. (See Appendix XVII.) Such schools as this are greatly wanted in this district; and their promoters deserve sympathy and encouragement. My experience is, that the public schools for girls of the third as well as of the second grade, although their condition is far from satisfactory, are generally better than the private schools. In Appendix IX. the Commissioners will find an analysis of the returns from 38 private schools of the second, and 40 of the third grade.

Conclusion of report on girls' education.

I may perhaps be permitted, as in the case of my report on the secondary education of boys in London, to conclude my report on the education of girls with a brief representation to the Commissioners of what remedial measures for its improvement I find to be generally desired in this district. I have already, on pages 382–3, stated the sources from which I gather this information; and to that statement I will only add that the following views are not mine, but those of persons experienced in the education of girls. Whenever the expression of these views involves an assertion of facts, I have, as in the case of boys' schools, checked, so as to affirm or correct, such assertion by my own observation. Otherwise I am only the mouthpiece of other persons.

Outline of measures required for the improvement of these schools.

I find the opinion very generally prevailing—

(i.) That a large increase of the means of sound education for girls is required in London.

(ii.) That, in the existing state of public feeling respecting the education of girls, endowments are required to uphold a sound standard; and that the appropriation of almost all the educational endowments of the country to the education of boys is felt by a large and increasing number both of men and women to be a cruel injustice.

(iii.) That the early education of boys as well as of girls suffers greatly from the want of sound education on the part of their mothers; and that the improvement of the education of women would be a great national benefit.

(iv.) That, under these circumstances, an educational board should be established, which should direct its attention—

(*a*) To the reform of existing endowments in which girls might have a share; and especially to the reform of the hospital schools; and to systematizing and enlarging the means of industrial training.

(*b*) To the establishment of infant or preparatory day schools for the children of the professional and mercantile classes, such as that mentioned in Appendix XVIII., intended for children between four and eight years of age.

(*c*) To the establishment or support, where already existing, of good lower day schools for girls—a kind of girls' grammar schools—in different parts of London, which should afford, at from four to 10 guineas, a sound education in English, Latin, French, German, arithmetic, algebra, Euclid, history, geography, and the grammar of art; held in good buildings; and, especially, providing a carefully directed physical education, intended for pupils between eight and 12 years of age. Accomplishments to be extras.

(*d*) To the establishment or support where already existing of good upper day schools for girls which should afford at from eight to 12 guineas an advanced instruction in language, mathematics, logic, some branch of natural science, and art; with continued physical training; intended for pupils between 13 and 18 years of age.

(*e*) To the establishment or support of central institutions for the superior education of young women.

(v.) That in the event of the above views being adopted, endowments should be chiefly applied and proprietary and private bodies should be encouraged to subscribe funds—

(*a*) Towards the furnishing of good buildings.

(*b*) Towards securing minimum but liberal salaries to the regular teachers of the above-named subjects and a provision of retiring pensions for faithful and superannuated teachers.

(*c*) Towards the establishment of scholarships or exhibitions from the lower to the upper schools and from the upper schools again to the central institutions for superior education of women.

(*d*) Towards the establishment or support of professorships, libraries, and other appliances for instruction in science and art at the superior institutions.

I shall say nothing in support or in criticism of the foregoing recommendations, which represent the theories or wishes of persons far more experienced than me in the question of girls' education; but shall submit them without comment to the consideration of the Commissioners.

I have now reached the conclusion of this report. Apologizing, therefore, for its very imperfect character, and thanking you most sincerely for the great kindness and forbearance with which you have received my inadequate efforts to discharge the trust which you reposed in me,

I have the honour to be,
My Lords and Gentlemen,
Your obedient servant,
D. R. Fearon.

APPENDIX.

I. Examination Papers.
II. Modern Time tables.
III. On certain endowed Secondary Schools recently established.
(1.) St. Clement Danes Middle Schools (Boys' and Girls' branches).
(2.) Whitechapel Foundation Commercial School.
(3.) The Stationers' School.
IV. On certain educational Foundations which have ceased to exist as schools.
(1.) The grammar school of Whitgift's Hospital at Croydon.
(2.) Camberwell Grammar School.
(3.) The Grammar School of S. Lawrence, Jewry.
V. On Christ's Hospital.
VI. On Alleyn's College of God's Gift at Dulwich.
VII. On the Birkbeck Schools.
VIII. Analysis of Returns from Private Schools for Boys.
IX. Analysis of Returns from Private Schools for Girls.
X. On Queen's College, Harley Street.
XI. On Bedford College, Bedford Square.
XII. Musical Gymnastics for Girls' Schools.
XIII. On the Training of Mistresses for Secondary Schools by the Home and Colonial School Society.
XIV. Tables showing the results of Examinations in Girls' Schools.
XV. Tables illustrating the educational history of pupils in a Girls' School of the first grade.
XVI. On the position and prospects of Girls' Education among the Middle Classes.
XVII. On a Proprietary Infant School near London.

APPENDIX I.—EXAMINATION PAPERS.

I.

PRELIMINARY ARITHMETIC. One hour and a half.

A.

1. Express in figures seventeen millions twelve thousands two hundreds and six (one amount).
2. What does 8210 mean? And how comes it to mean that?
3. A dealer bought 2,560 sheep at 2*l.* 4*s.* 7½*d.* each and 500 oxen at 3 guineas a head. He sold 800 of the sheep at 2*l.* 15*s.* 10*d.* each, and the remainder of the sheep at 45*s.* each. The oxen he sold at 70*s.* each, and his expenses in the transaction were 200*l.* Did he gain or lose by the transaction? And how much?
4. How many yards of carpet ¾ths of a yard wide will cover a floor whose length is 27½ feet and breadth 20¹ feet?
5. Make out a bill for the following purchases:—

			s.	*d.*	
10	yards of long cloth	at	0	9¾	a yard.
6	„ flannel	at	2	2½	„
15	„ ribbon	at	1	3	„
7¾	„ silk	at	4	6	„
6½	„ muslin	at	1	2	„
4	„ velvet	at	12	6	„
13	„ linsey	at	2	6	„

6. Express 4*l.* 17*s.* 6½*d.* as a vulgar fraction of a pound, and as a decimal.
7. Divide 172·9 by ·142 to 3 places of decimals; and multiply ·009 by ·00846.
8. Find by practice or proportion the value of 21 acres 2 roods 15 perches at 7*l.* 15*s.* 6*d.* per half acre.

HIGHER ARITHMETIC. One hour.

1. If the sun shining on the ocean 7 hours per day causes 8756·75 cubic feet of water to evaporate per hour on a surface of 2·875 square miles, what would be the weight of water evaporated on a surface of 879·398 square miles in 6 days $2\frac{1}{2}$ hours, supposing the sun to shine 9 hours 37 minutes per day and the weight of cubic foot of water to be $62\frac{1}{2}$ lbs.
2. Extract the square root of 745·29, and the cube root of 33698267.
3. A grocer uses for a pound weight one which only weighs 15·75 ounces, what does he gain per cent. by his dishonesty?
4. Which is the better investment, the $3\frac{1}{2}$ per cents. at 96, or the 4 per cents. at 111? And what is the difference per cent. between them?
5. A can mow $2\frac{1}{2}$ acres in $4\frac{2}{3}$ days, and B $2\frac{1}{6}$ acres in $3\frac{1}{2}$ days. They mow together a field of 10 acres; how long will it take them to do it, and how many acres will each mow?

II.

PRELIMINARY ARITHMETIC. One hour and a half. B.

1. Express in figures twenty millions two thousands and twelve (one amount).
2. What does 1507 mean? And how comes it to mean that?
3. A dealer bought 2,560 sheep at 2*l.* 4*s.* $7\frac{1}{2}$*d.* each, and 500 oxen at 3 guineas a head. He sold 800 of the sheep at 2*l.* 15*s.* 6*d.* each, and the remainder of the sheep at 45 shillings each. The oxen he sold at 70 shillings each, and his expenses in the transaction were 200*l.* Did he gain or lose by the transaction, and how much?
4. How many yards of matting 2·4 feet broad will cover a floor that is 27·3 feet long and 20·16 feet broad?
5. Make out a bill for the following purchases:—

			s.	*d.*	
10	lbs. of beef	at	0	$7\frac{3}{4}$	per lb.
$5\frac{1}{2}$	„ „	at	0	$10\frac{1}{2}$	„
6	„ mutton	at	0	8	„
14	„ cheese	at	1	3	„
$7\frac{3}{4}$	„ „	at	0	8	„
4	„ biscuits	at	3	$4\frac{1}{2}$	„

6. Simplify the following fraction:—

$$\left\{\frac{2}{3}\text{ of }\frac{3}{4}\right\} + \left\{\frac{1}{2\frac{1}{3}} - \frac{1}{6}\right\}$$

7. Divide 172·9 by ·142 to three places of decimals; and multiply ·009 by ·00846.
8. If a family of 9 people can live comfortably in England for 1,560 guineas a year, what will it cost a family of 8 to live in Belgium in the same style for seven months, prices being supposed to be there two-thirds of what they would be in England?

HIGHER ARITHMETIC. One hour.

1. If 9,000 persons travelling each 20 miles weekly give a railroad company a receipt of 900*l.* in one week, how many persons travelling each 30 miles weekly will give a receipt of 62,400*l.* a year when the cost of travelling per mile is reduced one-half?
2. Extract the square root of 2710·382, and the cube root of 7 to 3 decimal places.
3. If tea be purchased at 2*s.* 9*d.* per lb. and sold at 3*s.* 4*d.* per lb. what is the gain per cent.?
4. What is the difference between the annual income arising from the investment of 2,150*l.* in the $3\frac{1}{4}$ per cents. at $87\frac{1}{8}$ and that from the same sum in the 3 per cents. at $86\frac{1}{2}$?
5. A and B can finish a piece of work in $1\frac{1}{2}$ days, A and C in 2 days, and B and C in 3 days. If 6*s.* be paid for the piece of work what are a day's wages of each workman?

III.

PRELIMINARY ARITHMETIC. One hour and a half.

C.

1. Express in figures eighteen millions two hundred and ten thousands and twenty (one amount).
2. What does 24,012 mean? And how comes it to mean that?
3. A dealer bought 2,560 sheep at 2*l.* 4*s.* $7\frac{1}{2}$*d.* each, and 500 oxen at 3 guineas a head. He sold 800 of the sheep at 2*l.* 15*s.* 4*d.* each, and the remainder of the sheep at 45*s.* each. The oxen he sold at 70*s.* each, and his expenses in the transaction were 200*l.* Did he gain or lose by the transaction, and how much?
4. Make out a bill for the following purchases:—

		s.	*d.*	
10 lbs.	of raisins	at 0	$10\frac{1}{2}$	per lb.
$4\frac{1}{2}$ „	nuts	at 2	4	„
15 „	figs	at 3	$6\frac{1}{2}$	„
8 „	„	at 0	11	„
$5\frac{3}{4}$ „	currants	at 0	8	„
120 oranges		at 0	$7\frac{1}{2}$	per half dozen.

5. If $\frac{2}{3}$rds of an estate be worth 220 guineas, find the value of $\cdot\dot{2}\dot{7}$ of it.
6. Simplify the following fraction:—

$$\frac{2\frac{1}{5} \;+\; 1\frac{2}{3} \;+\; \frac{1}{3\frac{1}{2}}}{3\frac{2}{3} - 2\frac{1}{4}}$$

7. Divide 172·9 by ·142 to 3 places of decimals; and multiply ·009 by ·00846.
8. If the sixpenny loaf weigh 4·35 lbs. when wheat is at 5·75 shillings per bushel, what weight of bread, when wheat is at 18·4 shillings per bushel, ought to be purchased for 18·13 shillings?

HIGHER ARITHMETIC. One hour.

1. If a mass of silver be worth 720,000*l.* when silver is worth 3*l.* 17*s.* 6*d.* per lb. troy, how much would it be worth when the current price is at the rate of 13·75 shillings for 2·5 ounces?
2. Find the side of a square field equal in area to a rectangular field 700 yards wide and 2,800 yards long; and extract the cube root of 15625.
3. A grocer mixes two kinds of tea which cost him 3*s.* 8*d.* and 4*s.* 4*d.* a pound respectively, what must be the selling price of the mixture in order that he may gain 15 per cent. on his outlay?
4. A person invests 1,248*l.* in the 3 per cents. at $95\frac{1}{2}$, what will be his net half-yearly dividend after deducting 7*d.* in the pound per annum for income tax.
5. A and B can do a piece of work together in 4 hours, A and C together in $3\frac{3}{5}$ hours, and B and C together in $5\frac{1}{7}$ hours, in what time will each do the work alone?

IV.

PRELIMINARY ARITHMETIC. One hour and a half.

D.

1. Express in figures nineteen millions eight hundred and nine thousands eight hundreds and ten (one amount).
2. What does 7058 mean? And how comes it to mean that?
3. A dealer bought 2,560 sheep at 2*l.* 4*s.* $7\frac{1}{2}$*d.* each, and 500 oxen at 3 guineas a head. He sold 800 of the sheep at 2*l.* 15*s.* 2*d.* each, and the remainder of the sheep at 45 shillings each. The oxen he sold at 70 shillings each; and his expenses in the transaction were 200*l.* Did he gain or lose by the transaction, and how much?

4. A person who owns $\frac{4}{5}$ths of a ship sells $\frac{2}{3}$rds of his share for 1,200*l.* What is the value of the ship?
5. Make out a bill for the following purchases:—

			s.	*d.*	
12	lbs.	of mutton at	0	$8\frac{1}{2}$	per lb.
$6\frac{1}{2}$	„	„ at	0	9	„
14	„	beef at	1	2	„
$8\frac{1}{4}$	„	„ at	0	8	„
$5\frac{3}{4}$	„	pork at	0	6	„
8	„	cheese at	1	3	„

6. Show that if $2\frac{1}{2}$, $\frac{3}{4}$, $1\frac{1}{8}$ and $\frac{4}{5}$ be added together both as fractions and decimals, the results coincide.
7. Divide 172·9 by ·142 to 3 places of decimals; and multiply ·009 by ·00846.
8. Find by practice or proportion the value of 21 tons 6 cwt. and 24 lbs. at 12*l.* 17*s.* $6\frac{1}{2}$*d.* per half ton.

Higher Arithmetic. One hour.

1. If 5 horses require as much corn as 8 ponies, and 15 quarters last 12 ponies for 64 days, how long may 25 horses be kept for 41*l.* 5*s.* 0*d.*, when corn is 22*s.* per quarter?
2. Extract the square root of 28·8369; and the cube root of 44·6 to three decimal places.
3. A person has goods worth 30*l.* He sells one-third of them so as to lose 10 per cent. What must he sell the remainder at so as to gain 20 per cent. on the whole?
4. Which is the more profitable investment; the purchase of 3 per cent. consols at 96*l.*, or the purchase of shares in an insurance office at 22*7l.* per share, the annual dividend on a share being 7*l.* 10*s.* 0*d.*
5. A is twice and B is just one and a half times as good a workman as C. The three work together for two days, and then A works on alone for half a day, and B for one day. How long would it have taken A and C together to complete as much as the three will have thus performed?

V.

Preliminary. A.

Latin Grammar. One hour and a half.

	Maximum.
1. How many declensions of nouns substantive are there in Latin? and how do you know to which declension any noun belongs?	5
2. Conjugate (give the principal parts active and passive of) the following verbs, viz., habeo, opto, duco, and volo.	10
3. Decline the following adjectives: magnus, juvenis, and senex, and give their comparative and superlative degrees.	10
4. Translate into English, analyse and parse the following sentence:— "Omnibus hoc vitium est cantoribus, inter amicos Ut nunquam inducant animum cantare rogati, Injussi nunquam desistant."	30
5. By what cases of the noun does the Latin language express the following notions, viz.:— (*a.*) Duration of Time. (*b.*) The place where something has occurred. (*c.*) The place to which one is moving. (*d.*) Space of dimension.	20
6 "The dative is the case of the more remote object." Explain this, with examples.	25
	100

ENGLISH GRAMMAR. One hour and a half.

	Maximum.
1. Distinguish between common, proper, and abstract nouns, and give three examples of each.	5
2. What is the use of adjectives and of adverbs in language?	10
3. What is a tense? How many tenses have English verbs? Give the past tense and past participle of the following verbs, viz. :—Fly, fall, lose, write.	10
4. Analyse and parse fully the following: "Some persons, you know, think that, in so doing, he acted very disgracefully."	30
5. Correct any errors in the following sentences, and give the reasons for your alterations :— (*a.*) "Each of them shall be punished in their turrn." (*b.*) "If he go away, we cannot but go too." (*c.*) "All those sort of dogs are fierce."	20
6. What part of speech is the word "than"? Can you give any Rules for its use?	25
	100

FRENCH GRAMMAR. One hour and a half.

1. How many genders have substantives in French? What is the gender of the following nouns, viz.: âge, hôtel, alarme, cigare, ancre, orgue, enfant?	15
2. What is meant by "conjugating a verb"? How many conjugations of regular verbs are there in French? And how do you know to which conjugation any verb belongs.	10
3. What is meant by the complement (or completion) of the verb, substantive, and pronoun, respectively? Give examples.	10
4. Parse, and analyse fully, the following:—"Le peu de modération que ces deux hommes ont montré dans la prospérité les a fait passer pour orgueillieux et insensés."	30
5. Correct any errors in the following sentences, and give the reasons for your alterations, viz. :— (*a.*) "Personne n'est aussi content de son sort que de lui." (*b.*) "L'histoire n'est pleine que de révolutions autant subites que bizarres." (*c.*) "Les sciences ont des racines amères, mais leurs fruits sont doux." (*d.*) "L'homme vertueux est celui qui se reproche et qui se blâme des moindres fautes qu'il a fait."	20
6. Are the laws of grammar the same for poetry and for prose? Illustrate your answer by examples.	15
	100

VIII.

PRELIMINARY. D.

LATIN GRAMMAR. One hour and a half.

1. How many genders are there in Latin? Give two examples of each.	5
2. What is the use of pronouns in language? Decline ego, ille- and qui.	10
3. Which prepositions in Latin govern the accusative case only? which govern the ablative case only? and which govern both? Do prepositions really govern cases?	15

Maximum.

4. Translate into English, analyse and parse fully the following :—

"Pictoribus atque poetis
Quidlibet audendi semper fuit æqua potestas." 30

5. Translate into Latin the following sentences :—
   (*a.*) "He wishes to know what you have said."
   (*b.*) "He wished to know what you were saying."
   (*c.*) "There are four of us." 15

6. "Accusativus est casus propioris objecti." What does this mean? Give two examples. 25

100

English Grammar. One hour and a half.

1. How is the plural number of nouns generally formed in English? Give an exception to the general rule. 5
2. Give the comparative and superlative degrees, and the derivation of the following adjectives, viz., good, human, wrong, fore, far, peculiar, eager, modern, ancient, quick. 15
3. Conjugate (without auxiliaries) the verbs "to grieve," "to leave," and "to weave." 10
4. Analyse and parse fully the following sentence,—"By the Norman conquest it is well known a vast number of Norman soldiers settled in this country." 30
5. Correct any error in the following sentences, and give the reasons for your alterations :—
   (*a.*) "I think none so good as she."
   (*b.*) "The rose had been washed, just washed in a shower,
   Which Mary to Anna conveyed."
   (*c.*) "All those sort of dogs are fierce." 15
6. Compare the English noun and pronoun in respect of their inflexions with those in some other language. 25

100

French Grammar. One hour and a half.

1. Distinguish between common and proper names. Have proper names a plural number? Give examples. 10
2. Name the present and future indicative, the imperative, and the past conditional the active voice, of each of the following verbs, viz., voir, dire, faire, vouloir, venir. 15
3. "L'article est sujet à deux sortes de changements; l'élision, et la contraction." Explain this with examples. 5
4. Parse and analyse fully the following sentence:—"Quand nous ne trouvons pas notre repos en nous mêmes, il est inutile de le chercher ailleurs." 30
5. Correct any errors in the following sentences, and give the reasons for your alterations :—
   (*a.*) "D'où vient donc cet ennui qu'on voit qui vous dévore?"
   (*b.*) "Les longues guerres entraînent toujours après soi des grandes désordres."
   (*c.*) "Le plus grand des défauts qu'un homme peut avoir est de s'en croire exempt."
   (*d.*) "Etes vous la maîtresse de cette maison? Je le suis. Etes vous maîtresse de vos actions? Je ne la suis pas." 25
6. Are the laws of grammar the same for poetry and for prose? Illustrate your answer by examples. 15

100

IX.

Maximum.

1. Translate into French—
   One hot sultry day a wolf and a lamb happened to come just at the same time to quench their thirst in the stream of a clear, silver brook, that ran tumbling down the side of a rocky mountain. The wolf stood on the higher ground and the lamb at some distance from him, down the current. 40
2. Render the following sentences into French—
   (*a.*) The queen has arrived.
   (*b.*) My letters are written.
   (*c.*) Madam, he has deceived you.
   (*d.*) My mother has beaten the dog.
   (*e.*) The two hours that I have slept have done me good.
   (*f.*) He has cut his finger, and I wash my hands.
   (*g.*) Whatever be the law he will obey it.
   (*h.*) However powerful they may be.
   (*i.*) Whatever efforts you make you will not succeed.
   (*k.*) He writes better than he speaks.
   (*l.*) His father, sister, and friends will come to-morrow.
   (*m.*) This house is better than that which you see. 30
3. Parse and analyse fully the following sentence—
   Quand nous ne trouvons pas notre repos en nous-mêmes il l'est inutile de le chercher ailleurs. 30

100

X.

1. If the square described upon one of the sides of a triangle be equal to the squares described upon the two other sides of it, then the angle contained by those two other sides is a right angle. 5
2. A B C is a triangle, right angled at A and having the angle B double of the angle C. Show that the side C B is double of the side A. 15
3. If a straight line be divided into any two parts: then the squares of the whole line and one of the parts shall be equal to twice the rectangle contained by the whole and that part together with the square of the other part. 10
4. The square of the difference of two numbers is equal to the sum of the squares of the two numbers diminished by twice their product. Prove this both geometrically and algebraically. 20
5. The angle at the centre of a circle is double of the angle at the circumference upon the same base, that is, upon the same part of the circumference. 10
6. The exterior angle of a quadrilateral figure inscribed in a circle is equal to the interior and opposite. 20
7. Describe a circle about a given square. 10
8. Similar triangles are to one another in the duplicate ratio of their homologous sides 10

100

XI. Maximum.

(5 hours.) Maximum 250.

1. Translate into Latin prose—(one hour allowed).

Immediately on receiving intelligence of Harold's death the citizens of London proclaimed Edgar Atheling, and a general assembly of the nobles met to consult on the affairs of the realm. England, however, was at this time remarkably deficient in great men, and the Saxon councils wanted both energy and decision. No vigorous measures were taken for repelling the invader, and when William appeared before the walls of London, the English were taken by surprise. Nevertheless the citizens closed their gates and prepared to stand a siege; on which William considered it most prudent to retire to Wallingford, that he might intercept the supplies from the north. 50

2. Translate into English the following—(one hour allowed).

Tum vero indies infestior Tullii senectus, infestius cœpit regnum esse. Iam enim ab scelere ab aliud spectare mulier scelus: nec nocte nec interdiu virum conquiescere pati, ne gratuita præterita parricidia essent. Non sibi defuisse cui nupta diceretur nec cum quo tacita serviret: defuisse, qui se regno dignum putaret: qui meminisset se esse Prisci Tarquinii filium: qui habere quam sperare regnum mallet. "Si tu is es, cui nuptam esse me arbitror, et virum et regem appello: sin minus ea nunc pejus mutata est res, quod istic cum ignavia est scelus. Quin adcingeris? Non tibi ab Corintho, nec ab Tarquiniis, ut patri tuo, peregrina regna moliri necesse est." 50

3. Translate into English.—(Half an hour allowed.)

Tullius Terentiæ suae S.D.

S.V.B.E.V. Redditæ mihi tandem sunt a Cæsare literæ satis liberales; et ipse opinione celerius venturus esse dicitur. Cui utrum obviam procedam an hic eum exspectem, quum constituero faciam te certiorem. Tabellarios mihi velim quam primum remittas. Vale. D. pridie Idus Sext. 25

4. Explain the origin and meaning of the following Latin abbreviations—

(i) HS. (ii) Ob. Prid. Id. Jan. (iii) D. Brutus Imp. Cos. Design. S. D. Ciceroni. (iv) S.P.Q.R. (v) A.U.C. (vi) M.P. xxx. (vii) cf. (viii) cet. (ix) ibid. (x) del. (xi) Q.E.D. (xii) viz. 25

5. Quæritur quisnam fuerit Imperatorum veterum summus (Latin essay) or

"Dirus Afer." (Latin Hexameters.) Two hours allowed. 100

250

XIII.

English History. One hour.

1. Trace the descent of Henry VII. from Edward III. 20

2. Give the approximate date, the cause, and the result of each of the following battles—Evesham, Agincourt, Bannockburn, Sluys, Bosworth, Pinkie. 30

3. Give the three principal provisions (and no more) of the following great constitutional documents:—

(*a.*) Magna Charta.

(*b.*) The Petition of Rights.

(*c.*) The Instrument of Government. 30

4. Give a short life of one (not more than one) of these three persons:—

(*a.*) Edward I. (*b.*) Oliver Cromwell. (*c.*) Duke of Wellington. 20

100

Maximum.

MODERN GEOGRAPHY. One hour.

5. Give, as nearly as you can by topographical description, not by latitude and longitude merely, the exact geographical situation of the following places, viz., Lyons, Madrid, Rouen, Berlin, Belgrade, Calcutta, Bombay, Pekin, Madeira, St. Helena, Chicago. 30
6. What is the cause of the difference of climate between Moscow and Newcastle-on-Tyne; which are on the same parallel of latitude? 30
7. Give a short account of a journey from Liverpool to Calcutta. 20
8. Name, and give the geographical situation of the British possessions in North America. 20

100

XIV.

(3 hours.)

1. How long was the Roman mile?
   How did the Romans divide the day?
2. Translate into English—
   Insula naturâ triquetra, cujus unum latus est contra Galliam. Hujus lateris alter angulus, qui est ad Cantium, quo fere omnes ex Galliâ naves appelluntur, ad orientem solem; inferior ad meridiem spectat. Hoc pertinet circiter milia passuum quingenta. Alterum vergit ad Hispaniam atque occidentem solem, quâ ex parte est Hibernia, dimidio minor ut existimatur quam Britannia; sed pari spatio transmissus atque ex Galliâ est in Britanniam. In hoc medio cursu est insula, quæ appellatur Mona; complures praterea minores objectæ insulæ existimantur: de quibus insulis nonnulli scripserunt, dies continuos XXX. sub brumâ esse noctem. 50
3. Translate and explain the following sentences—
   (*a.*) Tertia fere vigiliâ solvit.
   (*b.*) Insulam capere non potuerunt.
   (*c.*) Arbitros inter civitates dat qui litem æstiment pœnamque constituant.
   (*d.*) Circiter milium passuum XXX transmissum a continenti.
   (*e.*) Hæc tamen alunt animi câusâ.
   (*f.*) Omnes se Britanni vitro inficiunt.
   (*g.*) Omnis Gallia ad septentriones vergit. 40
4. Translate into Latin prose—
   As soon as Cæsar understood what was their design, he led his army towards Cassibelan's frontier to the river Thames. This river can be forded only at one spot, and even there with difficulty. As soon as he got there he made out that there were large bodies of the enemy drawn up on the other bank of the river. Besides, the bank was defended by stakes sharpened to a point and planted in front of it, and stakes of the same kind were planted under the water, and covered by the stream. Cæsar first got this information from prisoners and deserters, and then pushed forward his cavalry in advance, and ordered the regiments of foot to follow them quickly. Although the soldiers could only just keep their heads above water, yet they went with such speed and such a rush that the enemy could not stand against the rush of the horse and foot, but abandoned the river bank and took to flight. 50

Maximum.

5. Translate into English—
   Genus hoc est ex essedis pugnæ. Primo per omnes partes perequitant et tela conjiciunt, atque ipso terrore equorum et strepitu rotarum ordines plerumque perturbant: et, quum se inter equitum turmas insinuaverunt, ex essedis desiliunt et pedibus præliantur. Aurigæ interim paulatim ex prælio excedunt atque ita currus collocant, ut si illi a multitudine hostium premantur expeditum ad suos receptum habeant. 20
6. Give a short account of the second invasion of Britain by Caius Julius Cæsar. 20

200

XV.

(3 hours.)

2. Translate into Latin the following sentences:—
   (*a.*) "I fear that you will not find words."
   (*b.*) "Our own dangers are nearer to us than those of others."
   (*c.*) "A citizen above 30 years old."
   (*d.*) "Cæsar surrounded his camp with a mound and ditch."
   (*e.*) "A soldier's life is valued at tenpence a day."
   (*f.*) "He deserves to be loved."
   (*g.*) "The town was taken five months after it began to be blockaded." 50
2. What is the difference of meaning between Hostis, and inimicus. Idoneus, and Aptus; Invenire, and reperire; Similis tibi, and similis tui? Rogare, petere, postulare, and exigere? Incendere, accendere, and succendere? 30
3. The dative is the case of the more remote object. Explain this, with examples. 20
4. Under what conditions may neuter verbs be joined with substantives in the accusative case? 10
5. Explain the use of the genitive case in the following examples, and state whether in any of them another case might have been used.
   (*a.*) Hectoris Andromache.
   (*b.*) Ventum erat ad Vestæ.
   (*c.*) Ingenui vultûs puer, ingenuique pudoris.
   (*d.*) Emit hortos tanti quanti Pythius voluit. 50
6. What cases are used in the Latin language to express the following conceptions? Give examples:—
   (*a.*) Space of distance.
   (*b.*) Space of dimension.
   (*c.*) Space of progression. 10
7. "Infinitivus cum gerundiis et supinis substantivum verbi efficit." Explain this, with examples. 30

200

XVI.

1. Give the Latin for the following sentences:—
   (*a.*) The father values (æstimo, first conj.) his son's labour at a very high price.
   (*b.*) The boy will lose (perdo, third conj.) some time.
   (*c.*) It is the part of a wise (sapiens) man to keep his word.

Maximum.

(*d.*) My father was living at Nola, (first declen.) my brother at Carthage, (Carthago-inis) and my mother at Saguntum (second declen.)
(*e.*) Do not remain two years at Thebes (Thebæ first declen.)
(*f.*) The fish stuck (hæreo, second conj.) in the top of the elm. (ulmus 2nd decl. fem.)
(*g.*) Has Cæsar sent the fourth legion to fetch water? (aquor: first conj. deponent).
(*h.*) I have a father at home.
(*i.*) Boys must hold their tongues. 30

2. Give the English for the following sentences:—
(*a.*) Cæsar legendo libro vacabit.
(*b.*) Num semper ludendum est?
(*c.*) Rus ex urbe evolabat.
(*d.*) Credendum est Caio.
(*e.*) Iræ tuæ nondum temperatur.
(*f.*) Fidem servari oportuit.
(*g.*) Tui me miseret, mei piget. 20

3. What cases of substantives are used in Latin to express the following conceptions:—
(*a.*) Duration of time. (*b.*) A point of time. (*c.*) The place at which a thing happened. (*d.*) The place to which I am going. (*e.*) The price which has been paid for a thing. (*f.*) The price at which a thing is valued. 15

4. With what cases are the following prepositions severally used, viz.:—ob, sub, inter, in, coram, tenus? and distinguish between their meanings with the different cases. 20

5. Give the perfect tenses and supines of the following verbs:—capio, loquor, eo, caveo, jubeo, juvo, jaceo, jacio, gigno, sterno. 15

100

XVII.

1. What is the Latin for—
Of an island (insula, first declen.)
To a friend (amicus: second declen.)
By a leaf (folium: second declen.)
Of time (tempus: third declen.)
To avoid the fox (vito: first conj., vulpes: third declen.
A pain in the head (dolor: third declen., caput: third declen.) 10

2. What is a transitive verb? Make two Latin sentences, one having a transitive, and the other an intransitive verb. 10

3. How is the third person singular of the present and future tenses formed, in the first and fourth conjugations? 5

4. Translate into Latin:—
(*a.*) Caius will plough (aro, first conj.)
(*b.*) Balbus will not answer (respondeo: second conj.)
(*c.*) The good girl was walking (ambulo, first conj.) through the city (urbs, third declen.)
(*d.*) The master will have shown his garden. (monstro, first conj.; hortus, second declen.)
(*e.*) He values the good king's great crown at a high price. (æstimo, first conj.; rex, third declen.; corona, first declen. 25

5. Decline the following substantives:—
(*a.*) Spes (genitive spei), hope. (*b.*) Pater, a father.
(*c.*) Lux (genitive lucis), light. (*d.*) Filia, a daughter.
How do you know to which declension each of these belongs? 10

6. Decline the following adjectives and pronouns:—Unus, ambo, idem, is. 20

7. Decline the present, preter imperfect, and future perfect, in the indicative mood, of the verb, sum, I am. 10

8. Decline the imperative of moneo, in the active and passive voices. 10

100

XVIII.

Modern Geography. One hour.

	Maximum.
1. Describe the course of the Rhine.	30
2. Give some account of the South Downs, Black Forest, Jura, Balkan.	30
3. Give as nearly as you can by topographical description, not by latitude and longitude merely, the exact position of Birmingham, Leeds, Portsmouth, Berne, Geneva, Zurich, Vienna, and Trieste.	20
4. Explain fully the meaning of the following terms:—The snow-line, glacier, avalanche, the basin of a river.	20
	100

English History. (From the Conquest to Richard III.) One hour.

1. Trace the descent of Henry V. from Edward III.	20
2. Who were Wat Tyler, Eustace de St. Pierre, the Black Prince, Thomas à Becket.	25
3. Give the dates (as nearly as you can) of the following events:—	
(*a.*) The battle of Hastings.	30
(*b.*) The accession of the first Plantagenet king.	
(*c.*) Magna Charta.	
(*d.*) The first Crusade.	
(*e.*) The first English invasion of Ireland.	
(*f.*) The commencement of the Wars of the Roses.	
4. Give some account of the reign of Edward I.	25
	100

XIX.

(Two hours.)

1. Translate into French:—

Two worthy peasants went together to find their minister. One of them said to him—"I had a field which was quite close to the property of my neighbour whom you see here with me. As for him, he had also one which was far from his house and near mine. We have made an exchange of them. But it happened that yesterday in digging a ditch in the ground which my neighbour made over to me, I found a vessel full of gold pieces." 40

2. Write out the present, the future, and the past definite tenses in the indicative mood of the verbs, pouvoir, envoyer, acquérir, and s'en aller. 15

3. Give, with examples, some rules for the agreement and invariability of the past participle. 15

4. Translate into French:—

(*a.*) What time is it? I read this book three times.

(*b.*) How much does it come to? It will come to no good. Come forward! Come back! The lid is coming off. Let us come to terms.

(*c.*) How do you do? That will do. I have done. I can do without you.

(*d.*) He sent me word that he would come. He has kept his word. 30

100

XX.

Three hours and a half. Maximum 200.

1. Reduce to their simplest forms:

(i.) $\left(\frac{1}{1+x}+\frac{x}{1-x}\right) \div \left(\frac{1}{1-x}-\frac{x}{1+x}\right)$

(ii.) $\sqrt[6]{a^3 b^2}$

(iii.) $\frac{1}{4(m-n)}+\frac{}{(4m+n)}-\frac{m}{2(m^2+n^2}$

(iv.) $\sqrt{54+14\sqrt{5}}$

2. Divide $x^6 - 1$ by $x - 1$.

and $a^{\frac{5}{2}} + a^2 b^{\frac{1}{3}} + ab + a^{\frac{1}{2}} b^{\frac{4}{3}} + b^{\frac{5}{2}}$ by $a^{\frac{1}{2}} + b^{\frac{1}{3}}$

3. Solve the equations:

(i.) $\frac{x}{2} = \frac{x}{4} = 23 + \frac{x}{5} - \frac{x}{3}$

(ii.) $\sqrt{\frac{x+1}{x-1}} + \sqrt{\frac{x-1}{x+1}} = a$

(iii.) $\left.\begin{aligned} xy &= 3(x+y) \\ xz &= 8(x+z) \\ 7yz &= 9(y+z) \end{aligned}\right\}$

(iv.) $\left.\begin{aligned} x^{\frac{1}{3}} + y^{\frac{1}{3}} &= 3 \\ x + y &= 9 \end{aligned}\right\}$

4. Sum the series:

$2 + 2\frac{1}{4} + 2\frac{1}{2}$ + &c. to 12 terms.

$1 + 2x + 3x^2 + 4x^3$ + &c. to n terms.

$1 + \cos\theta + \cos 2\theta + \cos 3\theta$ + &c. to n terms.

5. Solve the quadratic:

$ax^2 + bx + c = o$;

and discuss the value of the roots of this equation:

(i.) When $a = o$, (ii.) when $b = o$, (iii.) when b^2 is less than $4ac$.

6. Prove the Binomial Theorem for positive integers. Find the rth term of $(1+x)^n$ and expand $\frac{1}{\sqrt[3]{ax-x^2}}$ to 4 terms.

7. Define the tangent and versed sine of an angle. Explain the meaning of the unit angle. And discuss fully the meaning of π.

8. Prove the following formulæ:

(i.) $\sin nA + \sin(n-2)A = 2\sin(n-1)A.\cos A$

(ii.) $\frac{\sin A \pm \sin B}{\cos A + \cos} = \tan\frac{1}{2}(a \pm B)$.

(iii.) $\tan(a+B) = \frac{\sin^2 A - \sin^2 B}{\sin A.\cos A - \sin B.\cos B}$

(iv.) $Rr = \frac{abc}{4s}$.

9. Find the value of sin 18, cos 75, and tan 15.

10. Define a logarithm. Explain and prove the advantage of the base 10 for a system of logarithms.

Given log. 4 = ·60206, find log 5.

11. From the summit of a hill 108 feet high, the angles of depression of the top and bottom of a vertical column standing in the horizontal plane are 30° and 60° respectively; how high is the column?

12. Find the angle between two straight lines whose equations are given; and thence find the equation to a straight line which is perpendicular to a given straight line.

13. Given a circle referred to rectangular co-ordinates, the centre being the origin; find the equations (i) to the tangent at the point (x', y'), (ii) to the polar of the point (a, b).
14. Show that the equation to the tangent to a parabola may be written in the form

$$y = mx + \frac{a}{m}.$$

Hence find the locus of the intersection of two straight lines which always touch a parabola, the product of the trigonometrical tangents of their inclinations to the axis of x being a constant quantity.

15. Differentiate

(i.) $y = \dfrac{a+bx}{b+ax}$

(ii.) $y = \dfrac{(e^x+1)^{\frac{1}{2}}+(e^x-1)^{\frac{1}{2}}}{(e^x+1)^{\frac{1}{2}}-(e^x-1)^{\frac{1}{2}}}$.

(iii.) Sin $xy = m\,x$.

16. In how many different ways can 10 families be arranged in a circle of 10 cottages round a common, when two of those families insist on occupying cottages adjoining each other.

XXI.

(Two hours.)

1. Translate into Latin:— Maximum.

Immediately on receiving intelligence of Harold's death, the citizens of London proclaimed Edgar Atheling; and a general assembly of the nobles met to consult on the affairs of the realm. England, however, was at this time remarkably deficient in great men; and the Saxon councils wanted both energy and decision. No vigorous measures were taken for repelling the invader, and when William appeared before the walls of London the English were taken by surprise. Nevertheless, the citizens closed their gates, and prepared to stand a siege: on which William considered it most prudent to retire to Wallingford, that he might intercept the supplies from the north. 50

2. Translate into English:—

Silva erat Ciminia magis tum invia atque horrenda quam nuper fuere Germanici saltus, nulli ad eam diem ne mercatorum quidem adita. Eam intrare haud fere quisquam præter ducem ipsum, audebat: aliis omnibus cladis Caudinæ nondum memoria aboleverat. Tum ex iis qui aderant (consulis fratrem M. Fabium, Kæsonem alii, C. Claudium quidam matre eadem qua consulem genitum tradunt) speculatum se iturum professus, brevique omnia certa allaturum. Servus ei dicitur comes unus fuisse; nec quidquam aliud proficiscentes quam summatim regionis quæ intranda erat naturam ac nomina principum in populis accepere; ne qua inter colloquia insigni nota hæsitantes deprehendi possent. Iere pastorali habitu, grestibus telis, gæsisque binis armati. *Liv.* ix. 36. 30

3. Turn the following into the oratio directa:—Negare Appius interrogationem tribuni magnopere ad causam pertinere suam. Nam, etsi tenuerit lex Æmilia eos censores, quorum in magistratu lata esset, quia post illos censores creatos eam legem populus jussisset, quodque postremum jussisset id jus ratumque esset; non tamen aut se aut eorum quemquam qui post eam legem latam creati censores essent teneri ea lege potuisse. *Liv.* ix. 33. 20

100

XXII.

Maximum 200. Three hours.

1. Translate into English : Maximum.

(*a.*) ξυνεβεβήκει δὲ ἀπὸ τοῦ πάνυ ἀρχαίου ἑτέρων μᾶλλον Ἀθηναίοις τοῦτο. ἐπὶ γὰρ Κέκροπος καὶ τῶν πρώτων βασιλέων ἡ Ἀττικὴ ἐς Θησέα ἀεὶ κατὰ πόλεις ᾠκεῖτο πρυτανεῖά τε ἔχουσα καὶ ἄρχοντας, καὶ ὁπότε μή τι δείσειαν οὐ ξυνήεσα ὑ βουλευσόμενοι ὡς τὸν βασιλέα, ἀλλ' αὐτοὶ ἕκαστοι ἐπολιτεύοντο καὶ ἐβουλεύοντο.

Parse the words underlined. 40

(*b.*) πάντων δὲ φανερώτατος Βρασίδας ἐγένετο. τριηραρχῶν γὰρ καὶ ὁρῶν τοῦ χωρίου χαλεποῦ ὄντος τοὺς τριηράρχους καὶ κυβερνήτας εἴ πη καὶ δοκοίη δυνατὸν εἶναι σχεῖν ἀποκνοῦντας καὶ φυλασσομένους τῶν νεῶν μὴ ξυντρίψωσιν, ἐβόα λέγων ὡς οὐκ εἰκὸς εἴη ξύλων φειδομένους τοὺς πολεμίους ἐν τῇ χώρᾳ περιδεῖν τεῖχος πεποιημένους, ἀλλὰ τάς τε σφετέρας ναῦς βιαζομένους τὴν ἀπόβασιν καταγνύναι ἐκέλευε, καὶ τοὺς ξυμμάχους μὴ ἀποκνῆσαι ἀντὶ μεγάλων εὐεργεσιῶν τὰς ναῦς τοῖς Λακεδαιμονίοις ἐν τῷ παρόντι ἐπ ἰδοῦναι. 60

2. Where are Dunbar, Bannockburn, Halidon Hill, and Pinkie? 10

3. Mention the dates, cause, and result of any battles that occurred at those places. 15

4. In which of the centuries between 800 A.D. and 1700 A.D. were the greatest discoveries made; what were those discoveries, and who were the persons that made them? 30

5. Give the approximate dates for the following events, and say in what reigns they severally occurred;—(1.) The independence of the United States of America. (2.) The battle of Waterloo. (3.) The independence of Greece. (4.) The abolition of slavery in the English colonies. (5.) The repeal of the English corn laws. (6.) The re-establishment of the French empire. (7.) The Crimean war. 25

6. Describe the course of *one* of the following rivers :—

The Rhine.	The Elbe.
The Danube.	The St. Lawrence.
The Severn.	The Mississippi.
The Tay.	The Ganges. 20

200

XXV.

2½ hours.

1. Translate into French—

A wretched miser had hidden his treasure in a field. He thought of it every moment, and went to see it at least 20 times a day. Someone, suspecting that he did not go to that field so often for nothing, watched him, and followed him to the spot; found the treasure and took it away. The miser, finding that his money was gone when he returned to the place, bewailed his misfortune, lamented, and worried himself to death. A passer-by asked him what was the matter with him. 40

2. Analyse, and parse the words underlined—

Necker, satisfait d'avoir obtenu la double représentation du tiers état, craignait l'indécision du roi, et la mécontentement de la cour.

3. Write a short letter in French to an acquaintance who has invited you to spend the vacation with him. Explain that you would have answered his letter sooner, but that you have only just returned from a tour in the Highlands. Express your regret that you are unable, owing to the close of the vacations, to accept his kind invitation, and your hope that on another occasion you may be more fortunate. Thank him for his kind intention in inviting you, and conclude your letter with the usual formalities; dating it from London on the 14th of September, in the year 1865. 60

4. Translate the following idiomatic phrases into English—
Vous avez fait votre composition par manière d'acquit.
Je vous adresse cette question par manière d'acquit.
Mettez votre acquit à ce document.
En êtes-vous venu à des voies de fait?
Au fait, vous avez raison.
Je suis au fait de tout ce qui s'est passé.
Je vous prends sur le fait.
J' en suis. Je n' en suis pas. Où en êtes-vous?
Je n' en suis plus. Y êtes-vous? Je n'y suis pour rien. 30

150

XXVI.

1. Divide
(i.) $a^2 - 2abc + b^2$ by $a - b$
(ii.) The product of $x^3 - 2x + 1$ and $x^3 - 3x + 2$ by $x^3 - 3x^2 + 3x - 1$
(iii.) $(a^2 - bc)^3 + 8b^3c^3$ by $a^2 + bc$.

2. In algebraical subtraction why is it necessary to change the signs of the subtrahend?

3. A house and garden cost 850*l.*; and 5 times the price of the house was equal to 12 times the price of the garden.
Find the price of each.

4. Find the G. C. M. of $x^5 - y^5$ and $x^2 - y^2$
and the L. C. M. of $x^3 - x$, $x^3 - 1$, and $x^3 + 1$.

5. Multiply $\frac{x(a-x)}{a^2+2ax+x^2}$ by $\frac{a(a+x)}{a^2-2ax+x^2}$
Divide $\frac{4(a^2-ab)}{b(a+b)^2}$ by $\frac{6ab}{a^2-b^2}$

6. A person after paying 7*d.* in the pound for income-tax, has 408*l.* 4*s.* $8\frac{1}{2}d.$ —What had he at first?

7. A pound of tea and 3 pounds of sugar cost 6*s.*; but if sugar were to rise 50 per cent. and tea 30 per cent. they would cost 7*s.* Find the price of tea and sugar per pound.

8. Extract the square root of the following:
(i.) $x^4 - 4x^3 + 8x + 4$.
(ii.) $(a-b)^4 - 2(a^2+b^2)(a-b)^2 + 2(a^4+b^4)$
(iii.) $\left(x + \frac{1}{x}\right)^2 - 4\left(x - \frac{1}{x}\right)$

9. Solve the quadratics
(i.) $(x-1)(x-2) = 6$.
(ii.) $\frac{x+2}{x-2} + \frac{x-2}{x+2} = \frac{13}{6}$
(iii.) $\frac{x}{2} + \sqrt{(x - 1\frac{2}{3})} = \frac{11}{16}$
$\sqrt{4x-1}$

10. What are eggs per dozen when two more in a shilling's worth lower the price one penny per dozen?

XXVIII.

	Maximum.
1. Translate the following passage into French:	80
2. Analyse the words from "Charles, however," to "money."	20

Charles, however, had one advantage, which if he had used it well, would have more than compensated for the want of stores and money, and which notwithstanding his mismanagement gave him during some months a superiority in the war. His troops at first fought much better than those of the Parliament. Both armies, it is true, were almost entirely composed of men who had never seen a field of battle. Nevertheless, the difference was great. The parliamentary ranks were filled with hirelings whom want and idleness had induced to enlist. Hampden's regiment was regarded as one of the best, and even Hampden's regiment was described by Cromwell as a mere rabble of tapsters and serving men out of place.

APPENDIX II.—MODERN TIME TABLES.

Arrangement of time and books used in the City of London School.

The following are the arrangement of time and the books read in the City of London School. It is a most important day school of the first grade, attended by an average of about 630 boys, and taught by a staff of about 24 masters. More particulars in reference to this great school will be found at pages 277–288.

Senior department.

Sixth class.

Sixth Class. 23 boys; average age 17½ years.

Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9—11 Classics and Divinity. 11—12 Mathematics.	9—11 Classics. 11—12 Mathematics.	9—10.30 Classics. 10.30—12 French.	9—11 Classics. 11—12 Mathematics.	9—11 Classics. 11—12 Mathematics.	9—10.30 French. 10.30—12 Mathematics.
12.30—1.30 Mathematics. 1.30—2.30 Classics. 2.30—3.30 Natural Science Lecture.	12.30—1.30 Mathematics. 1.30—3 Classics.		12.30—1.30 Mathematics. 1.30—3 Classics.	12.30—1.30 Mathematics. 1.30—3 Classics.	

Subjects and names of authors and text-books, read during the three terms from September 6th, 1864, to June 1st, 1865.

Classical. Homer, Odyssey, Book XI.; Æschylus, Agamemnon, line 1148 to end (Paley); Sophocles, Ajax, Thucydides, Book II. chapters 38 to 65 (inclusive); Aristophanes, Plutus (Holden); Demosthenes, Philippics I., II., III.; Terence, Andria; Cicero, Pro Archiâ Poetâ; Lucretius, Book I.; Virgil, Georgics, Book III., line 349—end, and Book IV.; Juvenal, Satires, I., VII., XV.; Grecian History, down to the commencement of the Peloponnesian War (Smith). Number of exercises given up per week, five.

Mathematical. Euclid (Todhunter); Algebra (Colenso, Part I., and Todhunter); Trigonometry, Plane (Beasly and Todhunter); Trigonometry, Spherical (Todhunter); Conic Sections, Geometrical (Goodwin and Drew); Conic Sections, Analytical (Todhunter); Newton, Sections I., II., III. (Goodwin); Statics, Elementary (Goodwin); Statics, Analytical (Todhunter); Dynamics, Elementary (Goodwin); Hydrostatics, Elementary (Goodwin); Differential Calculus (Todhunter); Integral Calculus (Todhunter); Optics, Elementary (Goodwin); Astronomy, Elementary (Goodwin); Theory of Equations (Todhunter).

French. Half Hours of Translation (Mariette); Boileau, Lutrin; Barriere, Litérature Française.

Fifth Class. 26 boys; average age 15⅓ years.

Monday.	Tuesday.	Wednesday.	Thursday,	Friday.	Saturday.
9—11 Mathematics. 11—12 Writing.	9.11 Mathematics. 11—12 Horace Epodes.	9—10.30 French. 10.30—12 Greek Test. and Latin Gram., or Latin Verses, and Greek History.	9—11 Mathematics. 11—12 Writing.	9—11 Mathematics. 11—12 Lucian.	9—10.30 Mathematics. 10.30—12 French
12.30—1.30 Virgil. 1.30—2.30 Greek Prose. 2.30—3.30 Chemistry Lecture.	12.30—1.30 Virgil. 1.30—3 Eurip. Alcestis.		12.30—1.30 Lucian and Latin Prose. 1.30—3 Horace Ars Poet.	12.30—1.30 Bradley's Latin Exercises, 1.30—3 Eurip. Alcestis.	

Subjects and Books read during the same period:

Classical. Horace, Odes, Book IV., 5, to end; Epodes, I.—X. (inclusive); Greek Testament, S. Luke's Gospel, chapters x.—xv.; History of Greece, chapters xv.—xxvii.; Euripides, Alcestis, line 280 —end; Horace, Ars Poetica (all); Xenophon, Memorabilia, chapters i.—iii.; Lucian, Dialogues, chapters i.—ix.; Cicero, De Amicitia, chapters i.—x.; Virgil, Æneid, Book X., 1—500.

Mathematical. Euclid (Todhunter); Algebra (Colenso); Trigonometry (Beesly).

French. Chardenal's French Exercises for advanced pupils; Stièvenard's Lectures Françaises; Fables de La Fontaine.

Fourth Class. 35 boys; average age 15 years.

Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9—10 Writing. 10—12 Scripture History and Greek Grammar	9—10.30 Latin Exercise. 10.30—12 French.	9—10 English Composition. 10—11 English History. 11—12 Greek Reader.	9—10 Writing. 10—12 Greek Grammar and Reader.	9—10.45 Latin Exercises. 10.45—12 French.	9—10 Writing. 10—11 Latin Grammar. 11—12 Roman History.
12.30—1.30 Virgil. 1.30—3 Mathematics.	12.30—1.30 Sallust. 1.30—2.30 Mathematics. 2.30—3.15 Chemistry.		12.30—1.30 Virgil. 1.30—3 Mathematics.	12.30—1.30 Sallust. 1.30—3 Mathematics.	

This, the fourth class, is the lowest in Greek, the first in which a boy commences Greek. The number of Greek lessons per week is three; the average duration of each lesson is $1\frac{1}{3}$ hour. The number of Greek exercises per week is two. The total number of hours given to Greek per week is four. Between Michaelmas, 1864, and June 1st, 1865, the whole of the Greek grammar, not including syntax, has been learnt. Seventeen pages of easy Greek sentences, 15 fables of Æsop, and 9 Odes of Anacreon (all from Frost's Analecta Græca Minora) have been translated and parsed.

Text Books used. Virgil (any edition); Sallust, Jugurtha; Arnold's Latin Prose Composition, Part I.; Jacob's elementary Greek grammar; Frost's Analecta Græca Minora; Liddell's History of Rome; Markham's History of England; Euclid; Colenso's Algebra; Delille's French grammar; Stièvenard's Lectures Françaises.

The fourth class is also the first in English composition, the lowest in which a boy begins writing original English composition. The number of lessons in this subject per week is one; average duration of each lesson, one hour. Number of exercises per week, one. Total number of hours given (in school) to English composition per week, one. Between Michaelmas, 1864, and June 1st, 1865, 21 themes have been written by the boys at home, and corrected by the master, the *best ones being read aloud in class.* There have been given as subjects, among others, "Nil ego contulerim jucundo sanus amico;" "The Story of Joan of Arc;" "Describe an English country village;" "Vesuvius;" &c.

Latin Class. 40 boys; average age 14¾ years.

Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9—11 Euclid. 11—12 Scripture.	9—10.30 French. 10.30—12 Arithmetic or Algebra.	9—10 Writing. 10—12 Cæsar or Virgil.	9—11 Euclid. 11—12 Algebra or Arithmetic.	9—10 45 French. 10.45—12 Algebra or Arithmetic.	9—11 Cæsar or Virgil. 11—12 Scripture.
12.30—1.30 Writing. 1.30—3 Latin Author, or Exercise & Grammar.	12.30—1.30 Writing. 1.30—2.30 Algebra. 2.30—3.30 Chemistry.		12.30—2 Arithmetic or Algebra. 2—3 English Dictation, &c.	12.30—1.30 Writing. 1.30—3 Latin Author, or Exercise and Grammar.	

In this, the Latin class, instruction in English is combined more or less with every lesson in Latin. The new subjects commenced in the class are algebra and Virgil. The books used are Euclid (Potts); Arithmetic (Colenso and Barnard Smith); Algebra (Colenso, Part I.); Eaton Cæsar; Virgil (Valpy); Latin Exercises (Robson); Key's Latin grammar; Delille's French grammar; Stièvenard's Lectures Françaises.

Third Class. 60 boys; average age 14½ years.

Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9—12 Latin Composition and French.	9—11 Euclid, Book 1. 11—12 Writing and Book-keeping.	9—11 Arithmetic. 11—12 Divinity.	9—12 Latin Composition and French.	9—11 Euclid, Book I. 11—12 Writing and Book-keeping.	9—10 Divinity. 10—11 Arithmetic. 11—12 Writing and Book-keeping.
12.30—3 Ovid and Latin Grammar.	12.30—2.30 Cæsar and Latin Grammar. 2.30—3.30 Chemistry.		12.30—1.30 Writing. 1.30—3 Ovid and Latin Grammar.	12.30—3 Cæsar, and Latin Grammar.	

The new subjects commenced in this, the third class, are Euclid, Cæsar, and Ovid.

The text-books used are Euclid (Potts); Arithmetic (Colenso and Barnard Smith); Eton Cæsar; Arnold's Eclogæ Ovidianæ. Part I.; Key's Latin Grammar; Latin Exercises (Robson); Delille's French Grammar; Stièvenard's Lectures Françaises.

Second Class. 57 boys; average age 13½ years.

Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9—12 Arithmetic and French in two divisions.	9—10 Writing or Book-keeping. 10—12 Latin Construing or Exercise.	9—10 Latin Grammar. 10—11 Writing or Book-keeping. 11—12 Bible Lesson.	9—12 Arithmetic and French, in two divisions.	9—10 Writing or Book-keeping. 10—12 Latin Construing or Exercise.	9—10 Latin Grammar. 10—11 Writing or Book-keeping. 11—12 Bible Lesson.
12.30—3 Latin Repetition. Preparation of Construing and Exercises.	10.30—3 Arithmetic.		12.30—2.30 Latin Repetition, Preparation of Construing, and Exercise. 2.30—3.30 Chemistry.	12.30—3 Arithmetic.	

The subjects commenced in the first class are continued in this, the second class, viz., Latin, arithmetic, and Gospel history.

The books used are: Latin Exercises and Reading Lessons (Robson); Key's Latin Grammar; Arithmetic (Barnard Smith and Colenso); Notes on the Gospels (Barnes); Delille's French Grammar; Stièvenard's Lectures Françaises.

First Class. 63 boys; average age 13¼ years.

Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9—12 Latin and English Composition or Scripture.	9—12 French and Latin.	9—12 Physical Geography and Writing.	9—12 Latin.	9—12 French and Latin.	9—12 Scripture, Maps, and Geography.
12.30—2 Arithmetic. 2—3 Writing.	12.30—2 Arithmetic. 2—3 Writing.		12.30—2.30 Arithmetic. 2.30—3.30 Chemistry.	12.30—2 Arithmetic. 2—3 Writing.	

The new subject commenced in this, the first class, is physical geography. Latin, arithmetic, and gospel history, commenced in the grammar class, are continued in this class.

The books used are the same as in the second class, with Reid's Physical Geography.

Grammar Class. 72 boys; average age 12½ years.

Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9—10 Latin. 10—11 Writing. 11—12 Latin.	9—10 Arithmetic. 10—11 Writing. 11—12 Arithmetic.	9—10 Latin. 10—12 Latin. Latin Repetition and French, two divisions alternately.	9—10 Latin. 10—11 Writing. 11—12 Latin.	9—10 Arithmetic. 10—11 Writing. 11—12 Arithmetic.	9—10 Arithmetic. 10—12 Repetition and French, two divisions alternately.
12.30—1.30 English Recitation, Scripture, Geography, or Mapping. 1.30—3 Arithmetic.	12.30—1.30 Bible Lesson. 1.30—3 Latin.		12.30—1.30 English Composition, Derivations, &c. 1.30—2.30 Arithmetic. 2.30—3.30 Chemistry.	12.30—1.30 Bible Lesson. 1.30—3 Latin.	

The new subject commenced in this class is Latin.

The text-books used are the same as in the second and first classes.

Junior Department.

First Division. 80 boys; average age 13 years.

Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9—10 Writing. 10—12 (1.) Correct Grammar Exercises of previous evening. (2). Hear lesson of English Grammar.	9—10 Bible. 10—12 (1.) Correct Geography Exercise. (2.) Hear lesson in Geography. (3.) Point out the same on Maps.	9—10 From 30 to 50 Senior Pupils go to French lesson, the rest exercised in Mental Arithmetic. 10—12 (1.) Correct Arithmetical Exercise. (2.) Hear lesson in English Grammar.	9—10 Writing. 10—12 (1.) Correct Grammar Exercise. (2.) Hear lesson in English Grammar.	9—10 Bible. 10—12 as on Tuesday.	9—10 From 30 to 35 senior pupils go to French lesson, the rest have a Writing Lesson. 10—12 as on Wednesday.
12.30—1.30 History. 1.30—3 Arithmetic.	12.30—1.30 History. 1.30—3 Arithmetic.		12.30—1.30 History and Dictation. 1.30—3 Dictation continued and corrected.	12.30—1.30 Arithmetic. 1.30—2.30 Arithmetic. 2.30—3.30 Chemistry.	

The boys gain and lose places in class by writing as well as by all other subjects. The writing of the exercises at home is rewarded or punished by promotion or degradation in class. The master occasionally visits and examines the three lower divisions.

The books used in the junior department are: The Bible; Notes on the Gospels (Barnes); History of England (S.P.C.K.); English Grammar (Lennie); Arithmetic (Colenso); Geography (City of London School, by Macdougal); Introductory Atlas (Phillips); Delille's French Grammar.

Second Division. 79 boys; average age 11¾ years.

Monday.	Tuesday.	Wednesday.	Thursday.[1]	Friday.	Saturday.
9—10 History. 10—11 New Testament. 11—12 Writing.	9—10 New Testament. 10—11 Grammar. 11—12 Writing.	9—11 Geography. 11—12 Writing.	9—10 History. 10—11 Dictation. 11—12 Writing.	9—10 New Testament. 10—11 Grammar. 11—12 Writing.	9—11 Geography 11—12 Writing.
12.30—1.30 History. 1.30—3 Arithmetic.	12.30—1.30 Grammar. 1.30—3 Arithmetic.		12.30—1.30 Dictation. 1.30—3 Arithmetic.	12.30—1.30 Grammar. 1.30—2.30 Arithmetic. 2.30—3.30 Chemistry.	

Third Division. 58 boys; average age 10 years.

9—10 Scripture. 10—11 Writing. 11—12 History.	9—10 Scripture. 10—11 Writing. 11—12 English Grammar.	9—10 Scripture, 10—11 Writing. 11—12 Geography.	9—10 Scripture. 10—11 Writing. 11—12 History.	9—10 Scripture. 10—11 Writing. 11—12 English Grammar.	9—10 Scripture. 10—11 Writing. 11—12 Geography.
12.30—1.30 English Exercise. 1.30—3 Arithmetic.	12.30—1.30 English Exercise. 1.30—3 Arithmetic.		12.30—1.30 English Exercise. 1.30—3 Arithmetic.	12.30—1.30 English Exercise. 1.30—2.30 Arithmetic. 2.30—3.30 Chemistry.	

Fourth Division. 44 boys; average age 9 years.

9—10 Writing. 10—11 English Grammar. 11—12 Scripture.	9—10 Writing. 10—11 Poetry. 11—12 Scripture.	9—10 Writing. 10—11 Geography. 11—12 Tables and Questions in History.	9—10 Writing. 10—11 English Grammar. 11—12 Scripture	9—10 Writing. 10—11 Poetry. 11—12 Scripture.	9—10 Writing. 10—11 Geography. 11—12 Tables and Questions in History.
12.30—1.30 Reading History. 1.30—3 Arithmetic.	12.30—1.30 Arithmetic. 1.30—3 History, Reading, and Questioning.		12.30—1.30 Reading History. 1.30—3 Arithmetic.	12.30—2.30 Dictation. 2.30—3.30 Chemistry.	

There is also a class for choral singing. Average number attending, 80 boys. Time of lessons; boys of junior department (43) Wednesday 12—1 p.m.; boys of senior department (37), Saturday, 12—1 p.m.

Whitechapel Foundation Commercial School.

The following is the time table of the Whitechapel Foundation Commercial School. This is a day school of the second grade attended by an average of about 220 boys, and taught by a staff of about seven

masters. More particulars in reference to this school will be found on page 284.

Class.	Hours.	Monday	Tuesday.	Wednesday.	Thursday.	Friday.
First.	9–10.30. 10.30–12. 2–30. 3–3.45. 3.45–4.15.	French. German. History. Drawing. Drawing.	Latin. Arithmetic. History. Grammar. Composition.	French. German. Reading. Grammar. *Composition.	Latin. Arithmetic. Book-keeping. Geography. Geography.	Algebra. Old Testament. Euclid. New Testament. Catechism.
Second.	9–10.30. 10.30–12. 2–3. 3–3.45. 3.45–4.15.	Arithmetic Drawing. Analysis and Parsing. Old Testament. Composition.	French. German. Geography. History. *History.	Latin. Arithmetic. Writing. Mathematics. Mathematics.	French. German. English Reading. Book-keeping. Book-keeping.	Latin. Algebra. Writing. New Testament Catechism.
Third.	9–10.30. 10.30–12. 2–3. 3–3.45. 3.45–4.15.	Drawing. Arithmetic and French. French. Writing. Composition.	Geography. English History and French. Euclid. Dictation and Spelling. *Dictation.	Latin. Arithmetic and French. French. Dictation and Spelling. English Reading	Old Testament. Algebra and French. English Grammar. Writing. *Writing.	German. Arithmetic and French. Book-keeping. New Testament. Catechism.
Fourth.	9–10.30. 10.30–12. 2–3. 3–3.45. 3.45–4.15.	Mathematics. Geography. Writing. Grammar and Analysis. Dictation.	Mathematics. Old Testament. Writing. German. German.	Mathematics. Latin. Bills, &c. English Reading *English Reading.	Mathematics. English History. Writing. German. German.	French. Mathematics. Dictation and Spelling. New Testament. Catechism.
Fifthand Sixth.	9–10. 10–11. 11–11.50. 2–2.50. 2.50–3.45. 3.45–4.5.	Arithmetic. Latin. History. Writing. Dictation. Geography.	Arithmetic. Euclid. Reading. Writing. English Grammar. Weights and Measures.	Arithmetic. Latin. History. Writing. Scripture. Geography.	Arithmetic. Euclid. Dictation. Writing. Geography. Multiplication Table.	Arithmetic. Parsing. Dictation. Writing. New Testament. New Testament.
Seventh.	9–10. 10–11. 11–11.50. 2–2.50. 2,50–3.45. 3.45–4.5.	Writing. Arithmetic. Reading. English Grammar. Dictation. Latin and Tables	Writing. Arithmetic. History. Dictation. Transcribing. Spelling.	Writing. Arithmetic. Reading. Geography. Dictation. Latin and Tables	Writing. Arithmetic. History. English Grammar. Transcribing. Spelling.	Writing. Arithmetic. Dictation. Geography. New Testament. New Testament.
Eighth.	9–10. 10–11. 11–11.50. 2–2.50. 2.50–3.45. 3.45–4.5.	English Grammar. Writing. Arithmetic. Reading. Geography. Spelling.	Scripture. Writing. Arithmetic and Tables. History. Dictation. Geography.	English Grammar. Writing. Arithmetic. Reading. Geography. Spelling.	Scripture. Writing. Arithmetic and Tables. History. Dictation. Transcribing.	Dictation. Writing. Arithmetic. Dictation. New Testament. New Testament.

* Saturday is a whole holiday. The subjects during the hours marked with an asterisk (*) are optional.

TIME-TABLES OF CHRIST'S HOSPITAL.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASS or FORM named GRECIANS, under the Rev. DR. JACOB, Upper Grammar Master during the Quarter commencing January the 18th, 1866.

DAYS.	HOURS A.M.			HOURS P.M.				
	9–10.	10–11.	11–12.	2–3.	3–4.	4–5.	7–8.	8–9.
Monday -	Repetition. English Bible.	Herodotus.		Horace.			Latin Verses.	
Tuesday -	In the Mathematical School.			Virgil or Lucretius, &c.			English or Latin Essay, &c.	
Wednesday	Repetition. Paley's Evidences.	Homer.		*Half-holiday.			Greek Iambics.	
Thursday -	Repetition. Greek Testament.	Æschylus, Prom. Vinct.		Livy.			—	
Friday -	In the Mathematical School.			Grecian History.			Greek or Latin Prose.	
Saturday -	In the Mathematical School.			Half-holiday.			—	

* The second Wednesday in the month is generally a *whole holiday* throughout the Hospital's schools

List of Books, or portions of Books, proposed to be studied by the above-named class, during the quarter commencing January 18, 1866:—
English Bible, 1 Samuel. Paley's Evidences, a small portion from the beginning, Greek Testament (ed. Bloomf. small), St. Luke's Gospel, from ch. i. Herodotus, B. i. § 26, a small ed. without notes. Homer, Il. xxiii., line 400, a small ed. without notes. Æsch., Prom. Vinct., ed. Oxford Pocket Classics, with short notes. Horace, Ars Poet., ed. Anthon., or small ed. with short notes. Virgil, Æn., B. i., ed. Griffin, with notes. Livy, xxi., § 20, ed. Hunter, or small ed. with short notes.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASS or FORM named DEPUTY GRECIANS, under the Rev. Dr. JACOB and Mr. HOOPER, during the Quarter commencing January the 18th, 1866.

DAYS.	HOURS A.M.			HOURS P.M.				
	9–10.	10–11.	11–12.	2–3.	3–4.	4–5.	7–8.	8–9.
Monday -	In the Mathematical School.			Latin Gram. and Cicero.	Latin Prose Composition.		Latin Verses.	
Tuesday -	Repetition. Greek Test.	Greek Gram. and Scriptores Græci.		In the Mathematical School.			Latin Verses.	
Wednesday	Repetition. Bushby's Introduction.	Greek Gram. and Homer.		Half-holiday.			Mathematical Work prepared.	
Thursday -	In the Mathematical School.			Latin Gram. and Virgil.			English or Latin Theme, &c.	
Friday -	Repetition. English Bible.	Greek Gram. and Hecuba.		Geography and History of Greece.	Greek Prose Composition.		Greek Iambics.	
Saturday -	Repetition. Greek Test.	Latin Gram. and Horace.		Half-holiday.			Mathematical Work prepared.	

List of Books, or portions of Books, proposed to be studied by the above-named class, during the quarter commencing January 18, 1866:—
English Bible, 1 Samuel. Bushby's Introduction, ch. ii. Greek Test., St. Matthew. xiii., ed. Bloomfield, small. Scriptores Græci, Lucian, Div. 1. Scriptores Græci, Xenophon, Div. 2. Homer, Il. iii., 400, Arnold's small ed. Hecuba, small ed, with short notes, beginning line 350 Horace, Sat., B. i., 7, Div. 1, small ed. with short notes. Horace, Odes, i., 1, Div. 2, small ed. with short notes. Virgil, Æn. ii., 200. Cicero, in Cat., iv.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASS or FORM named GREAT ERASMUS (Upper Grammar School), under the Rev. J. THOMSON, M.A., during the Quarter commencing January the 18th 1866.

DAYS.	HOURS.			HOURS.			
	9–10 or 2–3.	10–11 or 3–4.	11–12 or 4–5.	2–3 or 9–10.	3–4 or 10–11.	4–5 or 11–12.	7–9.
	Division I.			Division II.			
Monday -	Lat. Gram.; Lewis on Catechism.	Horace or Cicero.	Latin Exercise.	Latin Gram.; Script. Hist.	Ovid or Sallust.	Latin Exercise.	Preparation of lessons for the following day.
Tuesday -	Greek Gram.; Rom. Hist.	Xenophon.	Greek Exercise.	Greek Gram.; Grecian Hist.	Xenophon.	Greek Exercise.	
Wednesday	9–10 Latin Gram.; Mythology.	10–11 Horace.	11–12 Bland's Verses.	9–10 Latin Gram.; Mythology.	10–11 Ovid.	11–12 Bland's Verses.	
Thursday -	9–10 or 2–3 Latin Gram.; Rom. Hist.	10–11 or 3–4 Horace or Cicero.	11–12 or 4–5 Latin Exercise.	2–3 or 9–10 Latin Gram.; Greek Hist.	3–4 or 10–11 Ovid or Sallust.	4–5 or 11–12 Latin Exercise.	
Friday -	Greek Gram.; Script. Hist.	Xenophon.	Greek Exercise.	Greek Gram.; Script. Hist.	Xenophon.	Greek Exercise.	
Saturday -	9–10 Latin Gram.; Mythology.	10–11 Horace.	11–12 Bland's Verses.	2–3 or 9–10 Latin Gram.; Mythology.	3–4 or 10–11 Ovid.	4–5 or 11–12 Bland's Verses.	

List of Books, or portions of Books, proposed to be studied by the above-named class, during the quarter commencing January 18, 1866:—

Div. I.—Xen. Anab. Bk. vi. Hor. Od., Bk. iii. Cic. de Am. Arnold's Latin Prose, Part I. Arnold's Greek Prose, Part I. Bland's Verses. Latin Gram. (Bromsgrove). Greek Gram. (Bromsgrove). Lewis on Catechism. History of Rome (Browne). Scripture History (Sellon). Mythology (Giles).

Div. II.—Xen. Anab., Bk. ii. Sall. Jug. Electa ex Ovidio et Tibullo. Arnold's Latin Prose, Part I. Arnold's Greek Accidence. Bland's Verses. Latin Gram. (Bromsgrove). Greek Gram. (Elementary). Scripture History (Sellon). History of Greece (Browne). Mythology (Giles).

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASS or FORM named UPPER LITTLE ERASMUS, in the Upper Grammar School, under the Rev. C. HAWKINS, B.C.L., during the Quarter commencing January the 18th 1866.

DAYS.	HOURS A.M.			HOURS P.M.			
	9–9·40.	10–11.	11–12.	2–2·40.	3–4.	4–5.	7–9.
Monday -	Faith and Duty; Script. Hist.	The rest of the Morning Time Table corresponds with that of the Lower Division.		Faith and Duty, and Script. Hist.	The remainder as on the Lower Division.		Evening preparation as on the other Division.
Tuesday -	Repeat Gram. and Rom. Hist.			Gram. and Rom. Hist.			
Wednesday	Gram. and Greek Hist.			Half-holiday.			
Thursday -	As on Tuesday			Gram. and Greek Hist.	The remainder as on the Lower Division.		
Friday -	As on Wednesday.			Gram. and Rom. Hist.			
Saturday -	As on Tuesday			Half-holiday.			

The Upper and Lower Divisions of the Class attend the Grammar School morning and afternoon *alternately*.

List of Books or portions of Books, proposed to be studied by the above-named class, during the quarter commencing January 18, 1866:—

Virgil, En. iii., first 300 or 350 lines, plain text. Palæphatus, Analecta Minora; no notes allowed. Ellis' Exercises, 2nd Part. Arnold's Greek Accidence. Dr. Giles's Catechisms of Grecian and Roman History.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASS or FORM named LOWER LITTLE ERASMUS, in the Upper Grammar School, under the Rev. C. HAWKINS, B.C.L., during the Quarter commencing January the 18th, 1866.

DAYS.	HOURS A.M.			HOURS P.M.			
	9–9·40.	9·40–11.	11–12.	2–2·40.	2·40–4	4–5.	8–9.
Monday -	Faith and Duty, Script. Hist.	Latin Ex. Prepare Gk. Lesson.	Construe and Parse do.	Faith and Duty, Script. Hist.	Gk. Ex. Prepare Lat. Lesson.	Construe and Parse do.	Prepare Faith and Duty and Script. Hist or Gram., and Gk. Hist. for the next day.
Tuesday -	Repeat Gram. and Greek Hist.	Gk. Ex. Prepare Lat. Lesson.	Construe and Parse do.	Repeat Gram. and Gk. Hist.	Lat. Ex. Prepare Gk. Lesson.	Construe and Parse do.	
Wednesday	As on Tuesday.	As on Monday.		—	—	—	
Thursday -	Everything as on Tuesday.			As on Tuesday.	As on Monday.		
Friday -	As on Wednesday.			Everything as on Tuesday.			
Saturday -	As on Tuesday, more time being given to repetition of Grammar.			——			

List of Books, or portions of Books, proposed to be studied by the above-named class, during the quarter commencing January 18, 1866:—

Wright's Seven Kings of Rome, first 10 and 12 pages. Rugby Greek Sentences, about 8 pages from page 24 (Whittaker and Co.).

The other books as on the Upper Division.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASS or FORM named the THIRD FORM, under the Rev. ROBT. SOUTH, M.A., First Master in the Lower Grammar School, during the Quarter commencing January the 18th, 1866.

DAYS.	HOURS A.M.			HOURS P.M.			
	9–10.	10–11.	11–12.	2–3.	3–4.	4–5.	8–9.
	1st or 2nd Division.			1st or 2nd Division.			
Monday -	Bible, Genesis; Faith and Duty.	Prepare Lessons; Gk. Del. or Ovid.	Greek Delectus.	Bible, Genesis; Faith and Duty.	Prepare Lessons; Gk. Del. or Ovid.	Ovid, p. 72.	Prepare Grammar Lessons for next day.
Tuesday -	Lat. or Gk. Gram.; Latin Ex.	Do.	Do.	Lat. or Gk. Gram.; Latin Ex.	—	Ovid.	
Wednesday	Do.	Do.	Ovid.	No School on Wednesday Afternoons.			
Thursday -	Do.	Do.	Do.	Lat. or Gk. Gram.; Latin Ex.	—	Greek Delectus.	
Friday -	Do.	Do.	Greek Delectus.	Do.	—	Do.	
Saturday -	Do.	Do.	Ovid.	No School on Saturday Afternoons.			—

List of Books, or portions of Books, proposed to be studied by the above-named class, during the quarter commencing January 18, 1866:—

Bradley's Ovid's Metamorphoses, White's ed. (Icari Mors.), and the Bible. Valpy's Greek Delectus, White's ed. (1st Div. p. 19, for 2nd Div. p. 1). Ellis' English and Latin Exercises, 1st and 2nd Divs., p. 42. Jacob's Greek Grammar (Elementary). Eton Latin Grammar, old ed.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASS or FORM named SECOND (in the Lower Grammar School), under the Rev. SAML. GALL, M.A., during the Quarter commencing January the 19th, 1866.

DAYS.	Section.	HOURS A.M. 9–10.	10–11·15.	11·15–12.	Section.	HOURS P.M. 2–3.	3–4·15.	4·15–5.
		Morning Division.				Afternoon Division.		
Monday -	A.	Cæsar.	Cat. and Lat. Accid.	Prepare Gk. Del.	A.	Cæsar.	Cat. and Lat. Accid.	Prepare Gk. Del.
	B.	Prepare Cat. and Gk. Gram.	Repeat; prepare Gk. Del.	Gk. Del.	B.	Prepare Cat. and Gk. Gram.	Repeat; prepare Gk. Del.	Gk. Del.
Tuesday -	A.	Gk. Del.	Gk. Gram. and Script. Hist.	Prepare Cæsar.	A.	Gk. Del.	Gk. Gram. and Script. Hist.	Prepare Gk. Del.
	B.	Prepare Lat. Accid. and Lat. Ex.	Repeat; prepare Cæsar.	Cæsar.	B.	Prepare Lat. Accid. and Lat. Ex.	Repeat; prepare Cæsar.	Cæsar.
Wednesday	A.	Cæsar.	Lat. Gram. and Lat. Ex.	Prepare Gk. Del.			Half-holiday.	
	B.	Prepare Gk. Gram. and Script. Hist.	Repeat; prepare Gk. Del.	Gk. Del.				
Thursday -	A.	Gk. Del.	Gk. Gram. and Script. Hist.	Prepare Cæsar.	A.	Gk. Del.	Gk. Gram. and Script. Hist.	Prepare Cæsar.
	B.	Prepare Lat. Gram. and Lat. Ex.	Repeat; prepare Cæsar.	Cæsar.	B.	Prepare Lat. Gram. and Lat. Ex.	Repeat; and prepare Cæsar.	Cæsar.
Friday -	A.	Cæsar.	Lat. Gram. and Lat. Ex.	Prepare Gk. Del.	A.	Cæsar.	Lat. Gram. and Lat. Ex.	Prepare Cæsar.
	B.	Prepare Gk. Gram. and Script. Hist.	Repeat; prepare Gk. Del.	Gk Del.	B.	Prepare Gk. Gram. and Script. Hist.	Repeat; prepare Gk. Del.	Gk. Del.
Saturday -	A.	Gk. Del.	Gk. Gram. and Lat. Ex.	Prepare Cæsar.			Half-holiday.	
	B.	Prepare Lat. Gram. and Lat. Ex.	Repeat and prepare Cæsar.	Cæsar.				

List of Books, or portions of Books, proposed to be studied by the above-named class, during the quarter commencing January 19, 1866:—

Adam's Greek Delectus. Dr. Jacob's Elementary Greek Grammar. Libri IV. Cæsaris de Bello Gallico (Major). Eton Latin Grammar. Historical Epitome of the Old and New Testaments. Catechism explained (S.P.C.K.)

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASS or FORM named the SECOND FORM, of the Lower Grammar School, under JOHN WINGFIELD, M.A., during the Quarter commencing January the 18th 1866.

DAYS.	HOURS A.M. 9–10.	10–11.	11–12.	HOURS P.M. 2–3.	3–4.	4–5.
	Morning Division.			Afternoon Division.		
Monday -	Explanation of Ch. Cat.	Cæsar.	Gk. Gram. and Ellis' Ex.	Explanation of Ch. Cat.	Cæsar.	Gk. Gram. and Ellis' Ex.
Tuesday -	Gk. Gram.	Gk. Del.	Lat. Gram. and Ellis' Ex.	Gk. Gram.	Gk. Del.	Lat. Gram. and Ellis' Ex.
Wednesday	Epitome of Script. Hist.	Gk. Del.	Gk. Gram. and Ellis' Ex.		Half-holiday.	
Thursday -	Lat. Gram and Ellis' Ex.	Cæsar.	Gk. Gram.	Lat. Gram. and Ellis' Ex.	Cæsar.	Gk. Gram.
Friday -	Epitome of Script. Hist.	Gk. Del.	Lat. Gram. and Ellis' Ex.	Epitome of Script. Hist.	Gk. Del.	Lat. Gram. and Ellis' Ex.
Saturday -	Repetition of fortnight's work.		Lat. Accid.		Half-holiday.	

List of Books, or portions of Books, proposed to be studied by the above-named class, during the quarter commencing January 18, 1866:—

Cæsar de Bello Gallico (I.–IV. Major); work to be done beginning at ch. 26 of Bk. 2 (four or five pages). Adams' Greek Delectus; work to be done, pp. 1–14. Dr. Jacobs' smaller Greek Grammar, pp. 1–28. Eton Latin Grammar. Ellis' Latin Exercises. Epitome of Scripture History, pp. 184–215. Explanation Church Catechism, 6 pages.

PROPOSED ARRANGEMENT (approximate only) of TIME for the STUDY of the CLASS or FORM named the FIRST in the Lower Grammar School, under MALCOLM LAING, Esq., B.A., during the Quarter commencing January 18, 1866.

DAYS.	HOURS A.M.			HOURS P.M.		
	9–10.	10–11.	11–12.	2–3.	3–4.	4–5.
Monday -	Latin Grammar.	Phædrus; English and Parse.	Repetition of Latin Grammar.	Latin Grammar.	Eutropius; English and Parse.	Repetition of Latin Grammar.
Tuesday -	Do.	Do.	Greek Grammar.	Do.	Do.	Greek Grammar.
Wednesday	Do.	Do.	Church Catechism.		Half-holiday.	
Thursday -	Do.	Exercises in Ellis.	Bible History.	Latin Grammar.	Bible History.	Exercises in Ellis.
Friday -	Do.	Phædrus; English and Parse.	Greek Grammar.	Do.	Eutropius; English and Parse.	Greek Grammar.
Saturday -	Do.	Phædrus.	Church Catechism.		Half-holiday.	

List of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866:—

Phædrus, Book 1, (part only; the amount varies with the intelligence of the scholars).
Eutropius, Book 6, do. do. do.
Bible History. Latin Grammar. Greek Grammar. Ellis's Exercises. Catechism.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASS or FORM named the FIRST, under the Rev. E. G. PECKOVER, M.A., during the Quarter commencing January 18, 1866.

DAYS.	HOURS A.M.			HOURS P.M.		
	9–10.	10–11.	11–12.	2–3.	3–4.	4–5.
	1st or 2nd Division.			1st or 2nd Division.		
Monday -	Latin Grammar and Greek Grammar.	Construing and Parsing and Latin Exercises.	Bible History or Church Catechism explained.	Latin Grammar and Greek Grammar.	Construing and Parsing and Latin Exercises.	Bible History and Church Catechism explained.
Tuesday -	Do.	Do.	Do.	Do.	Do.	Do.
Wednesday	Do.	Do.	Do.		Half-holiday.	
Thursday -	Do.	Do.	Do.	Latin Grammar and Greek Grammar.	Construing and Parsing and Latin Exercises.	Bible History and Church Catechism explained.
Friday -	Do.	Do.	Do.	Do.	Do.	Do.
Saturday -	Do.	Do.	Do.		Half-holiday.	

List of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866:—

White's Eutropius, p. 29, ch. ix., sqq. Latin Grammar. Church Catechism explained; published by the Society for Promoting Christian Knowledge.
Arnold's Eutropius, p. 117, c. xci., sqq. Greek Grammar.
White's Phædrus, B. I., F. xxv., sqq. Ellis's Latin Exercises. The Bible, St. Matthew (part of); St Mark.

LATIN SCHOOL.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASSES or FORMS named SECTIONS A., B., C., DIVISIONS I. and II., under the Rev. JOHN T. WHITE (assisted by Pupil-teacher), during the Quarter commencing January 18, 1866.

SECTION A.

DAYS.	HOURS A.M.				
	9–9.40.	9.40–10.20.	10.20–11.	11–11.30.	11.30–12.
Monday and Thursday.	Vocabulary and Syntax.	Dictation Exercise.	Preparing Roman History.	Roman History.	Preparing Virgil for next day.
Tuesday and Friday.	Preparing Virgil.	Virgil.	Latin Accidence and Suffixes.	Preparing Geography.	Geography.
Wednesday and Saturday.	Catechism.	Preparing Bible.	Bible.	Repetition, Accidence.	Suffixes.

	HOURS P.M.				
	2–2.40.	2.40–3.20.	3.20–4.	4–4.30.	4.30–5.
Monday and Thursday.	Vocabulary and Syntax.	Dictation Exercise.	Preparing Roman History.	Roman History.	Preparing Virgil for next day.
Tuesday and Friday.	Preparing Virgil.	Virgil.	Latin Accidence and Suffixes.	Preparing Geography.	Geography.
Wednesday and Saturday.			Holiday.		

Divisions I. and II.—Attendance: Morning and afternoon in alternate weeks.
Vocabulary and Syntax, also Latin Accidence and Suffixes to be prepared over night in ward.

SECTION B.

DAYS.	HOURS A.M.				
	9–9.40.	9.40–10.20.	10.20–11.	11–11.30.	11.30–12.
Monday and Thursday.	Preparing Phædrus.	Phædrus.	Latin Accidence and Suffixes.	Preparing Roman History.	Roman History.
Tuesday and Friday.	Vocabulary and Syntax.	Dictation Exercise.	Preparing Geography.	Geography.	Preparing Phædrus for next day.
Wednesday and Saturday.	Preparing Bible.	Bible.	Catechism.	Suffixes.	Accidence.

	HOURS P.M.				
	2–2.40.	2.40–3.20.	3.30–4.	4–4.30.	4.30–5.
Monday and Thursday.	Preparing Phædrus.	Phædrus.	Latin Accidence and Suffixes.	Preparing Roman History.	Roman History.
Tuesday and Friday.	Vocabulary and Syntax.	Dictation Exercise.	Preparing Geography.	Geography.	Preparing Phædrus for next day.
Wednesday and Saturday.			Holiday.		

Lessons I. and II.—Attendance: Morning and afternoon in alternate weeks.
Vocabulary and Syntax, also Latin Accidence and Suffixes to be prepared over night in ward.

Section C.

Days.	Hours A.M.				
	9–9.40.	9.40–10.20.	10.20–11.	11–11.30.	11.30–12.
Monday and Thursday.	Vocabulary and Latin Accidence.	Preparing Eutropius.	Eutropius.	Preparing Geography.	Geography.
Tuesday and Friday.	Vocabulary and Syntax.	Do.	Do.	Preparing Roman History.	Roman History
Wednesday and Saturday.	Vocabulary and Accidence.	Suffixes.	Preparing Bible.	Bible.	

	Hours P.M.				
	2–2.40.	2.40–3.20.	3.20–4.	4–4.30.	4.30–5.
Monday and Thursday.	Vocabulary and Latin Accidence.	Preparing Eutropius.	Eutropius.	Preparing Geography.	Geography.
Tuesday and Friday.	Vocabulary and Syntax.	Do.	Do.	Preparing Roman History.	Roman History.
Wednesday and Saturday.			Holiday.		

Divisions I. and II.—Attendance: Morning and afternoon in alternate weeks.
Vocabulary and Syntax, also Latin Accidence and Suffixes to be prepared over night in ward.

List of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866:—
White's Progressive Latin Reader. White's Latin Suffixes.
Pinnock's Roman History. Pinnock's Ancient Geography.
Bible.

Proposed Arrangement* of Time for the Study of the Class or Form under Mr. H. Sharp, Head Commercial Master, during the Quarter commencing January 18, 1866.

Days.	Hours A.M.		Hours P.M.	
	9–10.30.	10.30–12.	2–3.30.	3.30–5.
Monday -	A. 1st Division.	B. 1st Division.	A. 2nd Division.	B. 2nd Division.
Tuesday -	B. „	C. „	B. „	C. „
Wednesday -	C. „	A. „	Half-holiday.	
Thursday -	A. „	B. „	C. 2nd Division.	A. 2nd Division.
Friday - -	B. „	C. „	A. „	B. „
Saturday -	C. „	A. „	Half-holiday.	

* This arrangement is varied from week to week, each Division attending for one week in the mornings and the next week in the afternoons. This applies to the whole of the "Commercial School."

List of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866:—
Vulgar and Decimal Fractions, Square and Cube Root, Stocks, Simple Interest, Commission Brokerage, Insurance, Practice, and Proportion, &c.; and the two A. Sections, Discount, Barter, Fellowship, and Profit and Loss, in addition to the former rules. A small portion of time is devoted to Writing. Colenso's Arithmetic.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASS or FORM under Mr. F. SYKES, Assistant Commercial Master, during the Quarter commencing January 18, 1866.

DAYS.	HOURS A.M.		HOURS P.M.	
	9–10.30.	10.30–12.	2–3.30.	3.30–5.
Monday	A. 1st Division.	B. 1st Division.	A. 2nd Division.	B. 2nd Division.
Tuesday	B. „	C. „	B. „	C. „
Wednesday	C. „	A. „	Half-holiday.	
Thursday	A. „	B. „	C. 2nd Division.	A. 2nd Division.
Friday	B. „	C. „	A. „	B. „
Saturday	C. „	A. „	Half-holiday.	

List of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866:—
Proportion, Practice, Interest, Commission, Brokerage, Insurance, Vulgar and Decimal Fractions, Square and Cube Root; and the two A. Sections, Duodecimals and Stocks, in addition to the above. A small portion of time devoted to Writing. Colenso's and Hutton's Arithmetic.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASS or FORM under Mr. J. F. B. SHARPE, Junior Assistant Commercial Master, during the Quarter commencing January 18, 1866.

DAYS.	HOURS A.M.		HOURS P.M.	
	9–10.30.	10.50–12.	2–3.30.	3.30–5.
Monday	A. 1st Division.	B. 1st Division.	A. 2nd Division.	B. 2nd Division.
Tuesday	B. „	A. „	B. „	A. „
Wednesday	A. „	B. „	Half-holiday.	
Thursday	B. „	A. „	A. 2nd Division.	B. 2nd Division.
Friday	A. „	B. „	B. „	A. „
Saturday	B. „	A. „	Half-holiday.	

List of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866:—
Reduction, Proportion, Practice, Tare and Tret, Simple Interest, Commission, Brokerage, Insurance, and lower rules for Section B., 1 and 2. A. Sections—Vulgar Fractions in addition to above. Two hours per week devoted to Writing in each Section. Colenso's Arithmetic.

PROPOSED ARRANGEMENT* of TIME for the STUDY of the CLASS or FORM named 1ST CLASS, under MR. BOWKER, Head Master of the English School, during the Quarter commencing January 18, 1866.

DAYS.	Section.	HOURS A.M.	Section.	HOURS P.M.
Monday	B.	10·30 to 12	B.	2 to 3·30
Tuesday	A.	Do.	A.	Do.
Wednesday	B.	Do.	—	Half-holiday.
Thursday	A.	Do.	B.	2 to 3·30
Friday	B.	Do.	A.	Do.
Saturday	A.	Do.	—	Half-holiday.

* This arrangement is varied from week to week, each division attending for one week in the mornings, and the next in the afternoons. This applies to the whole of the English School. The boys in the Naval School also come to Mr. Bowker for instruction; but as their attendance is at present irregular it will be best explained to the Examiner when he visits the school.

List of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866:—

General Review of the whole of the History of England, with special instruction from the year 1789 to the accession of Victoria. The books used are Smith's smaller History and Dawson Turner's Analysis.

In Geography, Outlines of the Geography of the World, with special instruction in the geography of France, Italy, Holland and Belgium, and of Egypt. The books used are John's Outlines of Geography and Chambers's Atlas.

The Reading Book is Reid's English Literature; and the Exercises for Dictation are selected from the best English authors.

Proposed Arrangement of Time for the Study of the Class or Form named 2nd Class, under Mr. Mackie, First Assistant in the English School, during the Quarter commencing January 18, 1866.

Days.	Hours a.m.		Hours p.m.	
	9 to 10.30	10.30 to 12.	3 to 3.30.	2.30 to 5.
Monday	Sect. B., 1st Div.	Sect. A., 1st Div.	Sect. B., 2nd Div.	Sect. A., 2nd Div.
Tuesday	Sect. C., 1st Div.	Sect. B., 1st Div.	Sect. C., 2nd Div.	Sect. B., 2nd Div.
Wednesday	Sect. A., 1st Div.	Sect. C., 1st Div.	Half-holiday.	
Thursday	Sect. B., 1st Div.	Sect. B., 1st Div.	Sect. A., 2nd Div.	Sect. C., 2nd Div.
Friday	Sect. C., 1st Div.	Sect. B., 1st Div.	Sect. B., 2nd Div.	Sect. A., 2nd Div.
Saturday	Sect. A., 1st Div.	Sect. C., 1st Div.	Half-holiday.	

List of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866:—

History of England from 1685 to 1789, and Genealogical Table of the Kings, &c., of England.

Geography: Asia, Norway and Sweden, Russia (in Europe), Turkey (in Europe), and Greece.

Cornwell's School Geography; Dr. Smith's smaller History of England.

Proposed Arrangement of Time for the Study of the Class or Form named 3rd Class, under Mr. King, Second Assistant in the English School, during the Quarter commencing January 18, 1866.

Days.	Hours a.m.		Hours p.m.	
	9 to 10.30	10.30 to 12.	3 to 3.30.	3.30 to 5.
Monday	Sect. B., 1st Div.	Sect. A., 1st Div.	Sect. B., 2nd Div.	Sect. A., 2nd Div.
Tuesday	Sect. C., 1st Div.	Sect. B., 1st Div.	Sect. C., 2nd Div.	Sect. B., 2nd Div.
Wednesday	Sect. A., 1st Div.	Sect. C., 1st Div.	Half-holiday.	
Thursday	Sect. B., 1st Div.	Sect. A., 1st Div.	Sect. A., 2nd Div.	Sect. C., 2nd Div.
Friday	Sect. C., 1st Div.	Sect. B., 1st Div.	Sect. B., 2nd Div.	Sect. A., 2nd Div.
Saturday	Sect. A., 1st Div.	Sect. C., 1st Div.	Half-holiday.	

Lists of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866:—

History of England from 1461 to 1685, and Genealogical Table of Kings, &c., of England.

Geography: The World; England, Ireland, and Scotland.

Hughes's Geography; Gleig's School Series; Dr. Smith's smaller History of England.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASS or FORM named 4TH CLASS, under MR. WISEMAN, Third Assistant in the English School, during the Quarter commencing January 18, 1866.

DAYS.	HOURS A.M.		HOURS P.M.	
	9 to 10.30	10.30 to 12.	2 to 3.30.	3.30 to 5.
Monday	Sect. B., 1st Div.	Sect. A., 1st Div.	Sect. B., 2nd Div.	Sect. A., 2nd Div.
Tuesday	Sect. A., 1st Div.	Sect. B., 1st Div.	Sect. A., 2nd Div.	Sect. B., 2nd Div.
Wednesday	Sect. B., 1st Div.	Sect. A., 1st Div.	Half-holiday.	
Thursday	Sect. A., 1st Div.	Sect. B., 1st Div.	Sect. B., 2nd Div.	Sect. A., 2nd Div.
Friday	Sect. B., 1st Div.	Sect. A., 1st Div.	Sect. A., 2nd Div.	Sect. B., 2nd Div.
Saturday	Sect. A., 1st Div.	Sect. B., 1st Div.	Half-holiday.	

Lists of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866 :—

History of England from B.C. 55 to 1461, and Genealogical Table of the Kings, &c., of England.

Geography: The World, Europe, Asia, Africa, and America.

Hughes's Geography; Gleig's School Series; Dr. Smith's smaller History of England.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASSES named GRECIANS (Four Partings) and DEPUTY GRECIANS (Four Partings), under the Rev. T. J. POTTER, M.A., Head Mathematical Master, during the Quarter commencing January 18, 1866.

DAYS.	HOURS A.M.	HOURS P.M.	EVENING
	9 to 12.	2 to 5.	
Monday	Deputy Grecians: *1. Analytical Conics and Trigonometry. 2. Trigonometry and Conics. 3. Trigonometry. 4. Euclid, Books VI.–XI.; Algebra.	—	Grecians prepare book work for the following morning.
Tuesday	Grecians: 1. Conics, Differential Calculus, &c. 2. Dynamics. 3. Analytical Conics. 4. Differential Calculus. 5. Do.	Deputy Grecians: 1. Analytical Conics with Mr. Bowker. 2. Algebra. 3. Do. 4. Do.	—
Wednesday	—	—	Dep. Grec. prepare book work.
Thursday	As on Monday	—	As on Mon. evng.
Friday	As on Tuesday.	—	—
Saturday	1. As on Monday. 2. Statics. 3. As on Monday. 4. Conics with Mr. Bowker. 5. Do. do.	—	As on Wednesday evening.

* These numbers refer to the "partings."

List of Books, or portions of Books, proposed to be studied by the above-named class during the half-year commencing January 18, 1866 :—

Euclid; Potts. Algebra; Hall, Wood, Todhunter. Trigonometry; Besley, Todhunter. Geometry, Conic Sections; Drew. Analytical Conic Sections; Todhunter, Salmon. Differential Calculus; Hall, Todhunter. Mechanics; Parkinson, Walton (Problems).

PROPOSED ARRANGEMENT of TIME for the STUDY of the NAVAL CLASSES named "ORDERS" of the Royal Mathematical School, under the Rev. T. J. POTTER, M.A., Head Mathematical Master, during the Quarter commencing January 18, 1866.

DAYS.	Orders.	HOURS A.M.		Orders.	HOURS P.M.	
Monday	1	9 to 10·30	Trigonometry, Navigation, Nautical Astronomy.	1	2 to 5	Scripture History, Trigonometry, &c.
	2	9 „ 10.30		2	2 „ 5	
	3	9 „ 10.30		3	2 „ 5	
	*8	10.30 „ 12	Arithmetic	8	2 „ 5	Arithmetic.
Tuesday	1	9 „ 12	As on Monday	1	3.30 „ 5	As on Monday morning.
	2	9 „ 10.30		2	2 „ 5	
	3	9 „ 10.30		3	2 „ 5	
	8	9 „ 11		8	2 „ 3.30	
Wednesday	1	9 „ 12	Do.	—	—	—
	2	9 „ 12				
	3	9 „ 10.30				
	8	10.30 „ 12				
Thursday	1	9 „ 12	Do.	1	2 to 5	As on Monday morning.
	2	9 „ 10.30		2	2 „ 5	
	3	9 „ 12		3	2 „ 5	
	8	9 „ 11		8	2 „ 4	
Friday	1	9 „ 10.30	Do.	1	3.30 „ 5	Arithmetic and Algebra.
	2	9 „ 10.30		2	2 „ 5	
	3	9 „ 10.30		3	2 „ 5	
	8	10·30 „ 12		8	2 „ 3.30	Arithmetic.
Saturday	1	9 „ 12	Arithmetic and Algebra	—	—	—
	2	9 „ 10.30				
	3	9 „ 12				
	8	9 „ 12	Arithmetic			

The first three Orders prepare every evening a lesson in Trigonometry or Astronomy; the 8th Order work Arithmetic.

* The intermediate Orders are instructed by the Rev. H. C. Bowker and Mr. Carlos. The 8th Order attend in two divisions, one part in the morning and the other in the afternoon, by alternate weeks.

List of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866:—

Arithmetic; Colenso. Algebra; Hall, Colenso. Trigonometry; Hall, Jeans (Part I.) Outlines of Astronomy; Hall. Navigation and Nautical Astronomy; Riddle, Jeans, Inman. Scripture History; Watts.

SECOND WEEK.

DAYS.	Orders.	HOURS A.M.	Orders.	HOURS P.M.
Monday	1	9 to 10.30	1	2 to 5
	2	9 „ 10.30	2	2 „ 5
	3	9 „ 12	3	3.30 „ 5
	8	9 „ 12	8	2 „ 3.30
Tuesday	1	9 „ 10.30	1	2 „ 5
	2	9 „ 12	2	3.30 „ 5
	3	9 „ 10.30	3	2 „ 5
	8	10.30 „ 12	8	2 „ 4
Wednesday	1	9 „ 12	—	—
	2	9 „ 12		
	3	9 „ 12		
	8	10 „ 12		
Thursday	1	9 „ 10.30	1	2 „ 5
	2	9 „ 12	2	2 „ 5
	3	9 „ 10.30	3	3.30 „ 5
	8	10.30 „ 12	8	2 „ 3.30
Friday	1	9 „ 10.30	1	2 „ 5
	2	9 „ 10.30	2	3.30 „ 5
	3	9 „ 12	3	2 „ 5
	8	10 „ 12	8	2 „ 5
Saturday	1	9 „ 10.30	—	—
	2	9 „ 12		
	3	9 „ 12		
	8	10.30 „ 12		

The course of instruction is the same as in the previous week.

The course of instruction is the same as in the previous week.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASSES or FORMS named DEPUTY GRECIANS (Parting 5) and NAVAL SCHOOL (Order IV.), under THE REV. H. C. BOWKER, B.A., Second Mathematical Master, during the Half-year commencing January 18, 1866.

DAYS.	——	HOURS A.M.	HOURS P.M.		
		9 to 12	—	2 to 4	8 to 9.
Monday	D. G., 5 Ord. IV., 9 to 10.30	Euclid and Algebra Trigonometry, &c.	Ord. IV., 3·30 to 5.	Trigonometry, &c.	The Deputy Grecians 6 prepare Euclid and Riders, and the 4th Order prepare Trigonometry, &c., over-night.
Tuesday	Ord. IV., 9 to 11.	Trigonometry, &c.	D. G., 5 Ord. IV., 2 to 4.	Algebra. Trigonometry, &c.	
Wednesday	Ord. IV., 9 to 10·30.	Do.	—	——	
Thursday	D. G., 5 Ord. IV.	Euclid and Algebra Trigonometry, &c.	Ord. IV., 3.30 to 5.	Trigonometry, &c.	
Friday	Ord. IV., 9 to 10.30.	Trigonometry, &c.	Ord. IV., 2 to 5.	Do.	
Saturday	Ord. IV.	Do.	—	——	

List of Books, or portions of Books, proposed to be studied by the above-named class during the half-year commencing January 18, 1866:—

Deputy Grecians, parting 5:—Euclid, I.-IV.; Algebra to progressions; Riders on Euclid, I.-IV.; Potts's Euclid, 1864; Wood's Algebra by Lund, 1861; Hall's Algebra.

Order IV.:—Trigonometry to heights and distances; Euclid, XI.; Algebra; Plane Sailing; Hall's Trigonometry; Jean's Trigonometry, Part I.; Potts' Euclid; Inman's Tables; Riddle's Navigation.

N.B.—The Deputy Grecians attend invariably Monday and Thursday, 9–12 Tuesday, 2–5. The 4th Order attend in the morning one week, and in the afternoon the next. Thus this paper represents the time devoted to Mathematics by the 4th Order during a *fortnight*.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASSES or FORMS named LOWER MATHEMATICAL SCHOOL, under the Rev. H. C. BOWKER, B.A., Second Mathematical Master, during the Half-year commencing January 18, 1866.

This School is divided into two divisions, and each division in two sections, A. and B. The sections are sometimes again divided into classes.

This represents the arrangement for one week. The next week it will be reversed, and Division II. will attend from 9 to 12, and Division I. from 2 to 5.

DAYS.	——	HOURS A.M.		——	HOURS P.M.	
		9 to 10.30	10.30 to 12.		2 to 3.30.	3.30 to 5.
Monday	Div. I., Sect. A.	Euclid	Algebra	Div. II., Sect. A.	Euclid	Algebra.
Tuesday	„ „ B.	Do.	Do.	„ „ B.	Do.	Do.
Wednesday	„ „ A.	Do.	Do.	——	—	——
Thursday	„ „ B.	Do.	Do.	„ „ A.	Do.	Do.
Friday	„ „ A.	Do.	Arithmetic	„ „ B.	Do.	Arithmetic
Saturday	„ „ B.	Do.	Algebra	——	—	——

A lesson in Euclid is prepared over-night.

List of Books, or portions of Books, proposed to be studied by the above-named class during the half-year commencing January 18, 1866:—

Divs. I. and II., Sect. A., Class i.—Euclid, VI.; Algebra; Potts' Euclid, edit. 1864.

„ „ „ „ ii.—Euclid, III.; Algebra to Progressions; Hall's Algebra, various editions.

Div. I., Sect. B.—Euclid, I., 27-48, II.; Algebra to Quadratics; Colenso's Algebra, Part I., new edit., 1864.

„ II., „ B—Euclid I., 1-26; Algebra to Evolution; Colenso's Arithmetic; various edits.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASSES or FORMS named DEPUTY GRECIANS, PARTING VI., and ORDERS V., VI., VII. of the ROYAL MATHEMATICAL SCHOOL, under E. S. CARLOS, B.A., during the Half-year commencing January 18, 1866.

DAYS.	HOURS A.M. 9–12.		—	HOURS P.M. 2–5.		
Monday	D.G. -	9–12	Eucl. & Algebra.	—	—	—
	Ord. v. -	10-12	Eucl. & Arith.	Ord. v.	2–4	Eucl. & Arith.
	„ vi. -	10–12	Do.	„ vi.	2–4	Do.
	„ vii. -	10.30–12	Do.	„ vii.	2–3.30	Euclid.
Tuesday	—	—	—	D.G. -	2–5	Algebra.
	Ord. v. -	10.30–12	Eucl. & Algebra.	Ord. v.	2–3.30	Eucl. & Algebra.
	„ vi. -	10.30–12	Do.	„ vi.	2–3.30	Do.
	„ vii. -	9–11	Euclid.	„ vii.	2–4	Eucl. & Arith.
Wednesday	Ord. v. -	9–12	Eucl. & Algebra.	—	—	—
	„ vi. -	9–12	Do.			
	„ vii. -	10.30–12	Euclid.			
Thursday	D.G. -	9–12	Eucl. & Algebra.	—	—	—
	Ord. v. -	10.30–12	Do.	Ord. v.	2–5	Eucl. & Algebra.
	„ vi. -	10.30–12	Do.	„ vi.	2–5	Do.
	„ vii. -	9–12	Eucl. & Arith.	„ vii.	2–3.30	Euclid.
Friday	Ord. v. -	9–12	Eucl. & Algebra.	Ord. v.	2–3.30	Eucl. & Algebra.
	„ vi. -	9–12	Do.	„ vi.	2–3.30	Do.
	„ vii. -	10.30–12	Euclid.	„ vii.	2–5	Euclid.
Saturday	Ord. v. -	10.30–12	Eucl. & Algebra.	—	—	—
	„ vi. -	10.30–12	Do.			
	„ vii. -	9–12	Euclid.			

A lesson in Euclid is prepared in the evening.

Obs.—The Deputy Grecians attend every week, Monday, 9–12; Tuesday, 2–5; Thursday, 9–12.
Orders v., vii. attend in the morning one week, and Order vi. in the afternoon; the next week Order vi. would attend in the morning, and Orders v., vii. in the afternoon.
Deputy Grecians, Parting vi.—Euclid, i., ii., iii.; Algebra as far as Equations.
Order v.—Euclid, vi.; Algebra to Quadratic Equations.
Order vi.—Euclid, ii., iii.; Algebra to Evolution.
Order vii.—Euclid, i.; Arithmetic.
Potts' Euclid; Wood's Algebra; Hall's Algebra; Colenso's Algebra; Colenso's Arithmetic; Halls Arithmetic, Part ii.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASSES or FORMS named LOWER MATHEMATICAL SCHOOL, under E. S. CARLOS, B.A., during the Quarter commencing January 18, 1866.

DAYS.	Section.	HOURS A.M. 9-10.30.	10.30-12.	Section.	HOURS P.M. 2–3.30.	3.30–5.
		Division I.			Division II.	
Monday -	A., classes i., ii.	Euclid -	Algebra.	A.	Euclid -	Algebra.
Tuesday -	B.	Euclid -	Algebra.	B.	Euclid -	Algebra.
Wednesday	A.	Euclid -	Algebra.	—	—	—
Thursday -	B.	Euclid -	Algebra.	A.	Euclid -	Algebra.
Friday -	A.	Euclid -	Arithmetic.	B.	Euclid -	Arithmetic.
Saturday -	B.	Euclid -	Algebra.	—	—	—

A lesson in Euclid is prepared in the evening.

Div. i. and Div. ii. attend from 9 to 12 and from 2 to 5 alternate weeks. This represents the arrangement for one week. The next week Div. ii. would attend in the morning from 9 to 12, and Div. i. from 2 to 5.

List of Books, or portions of Books, proposed to be studied by the above-named classes during the half-year commencing January 18, 1866:—
Div. i., Sect. A, Class i.—Euclid, iii.; Algebra as far as Progressions.
Div. i., Sect. A, Class ii.—Euclid, i., 27–48; ii.; Algebra to Quadratic Equations.
Div. i., Sect. B.—Euclid, i., 1–26; Algebra to Evolution.
Div. ii., Sect. A.—Euclid, i., 27–41; ii.; Algebra to Quadratic Equations.
Div. ii., Sect. B.—Euclid, i., 1–26; Algebra to Evolution.
Potts' Euclid, ed. 1864; Hall's Algebra; Colenso's Algebra, Part i., ed. 1862; Colenso's Arithmetic.

PROPOSED ARRANGEMENT of TIME for the STUDY of the FRENCH CLASSES under the Rev. P. H. ERNEST BRETTE, Head Master, during the Quarter commencing January 18, 1866.

DAYS.	HOURS A.M.	HOURS P.M.		
	9–10.30.	3.30–5.	6–7.	7–8.
Monday	Great Erasmus, B. Division, Section i. or ii. alternately.	Great Erasmus, B. Division, Section ii. or i. alternately.	Deputy Grecians.	Royal Mathematical School.
Tuesday	Great Erasmus, A. Division, Section i. or ii. alternately.	—	Grecians	Probationary Grecians.
Wednesday		Half Holiday.		
Thursday	Great Erasmus, A. Division, Section i. or ii. alternately.	—	Deputy Grecians.	Royal Mathematical School.
Friday	Great Erasmus, B. Division, Section i. or ii. alternately.	Great Erasmus, B. Division, Section ii. or i. alternately.	Grecians	Probationary Grecians.
Saturday		Half Holiday.		

List of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866:—

FRENCH SCHOOL.

ARRANGEMENT of TIME for the STUDY of the FRENCH CLASSES under the Rev. P. H. ERNEST BRETTE, Head Master.

Name of the Class.	Days and Hours of Attendance.	Order of Work.	List of Books, or portions of Books, to be studied by the Classes during the Quarter commencing January 18, 1866.	Observations.
I. Grecians.	Tuesday, 6–7 p.m.	French Dictation, Difficulties of the French Grammar and Language.	1. Extracts from Boileau, Racine, Voltaire, A. Chénier, C. Delavigne, Béranger, Lamartine, contained in A. Roche's "Poëtes Français," 6th edition. 2. Extracts from "Le Lépreux de la Cité d'Aoste," X. de Maistre, and from "Mémoires d'Outretombe," Châteaubriand, contained in Van Laun's "Leçons Graduées," 2nd ed. 1863. 3. Extracts from English authors, W. Roscoe, D. Hume, W. Robertson, S. Johnson, E. Gibbon, R. Southey, J. Dryden, C. Middleton, and A. Cowley, taken from "Foliorum Centuriæ." 4. "Questionnaire Français," or Questions on Grammatical and Idiomatic Difficulties, by Th. Karcher. 1st edit. 1865.	Two pieces of written translation of English into French a week, which are returned, as well as the Dictation paper, when corrected. The pupils have to prepare the answers to the "Questionnaire" with the help of the Grammar before coming into class.
	Friday, 6–7 p.m.	French Dictation, Translation of French (prose or poetry) into English, or English into French, alternately.		
II. Probationary Grecians.	Tuesday, 7–8 p.m.	French Dictation, Difficulties of the French Grammar and Language.	The same as the Grecians.	The same as above.
	Friday, 7–8 p.m.	French Dictation, Translation of French (prose or poetry) into English, and English into French, alternately.		

Name of the Class.	Days and Hours of Attendance.	Order of Work.	List of Books, or portions of Books, to be studied by the Classes during the Quarter commencing January 18, 1866.	Observations.
III. Deputy Grecians.	Monday, 6–7 p.m.	French Dictation, Difficulties of the French Grammar and Language.	1. Extracts from Corneille, Molière, and La Fontaine (A. Roche's Poëtes Français, 6th edition). 2. "Le Retour de l'Emigré," by E. Berthet (Van Laun's Leçons Graduées). 3. Extracts from English authors (A. Mariette's Half Hours of Translation). 4. "Questionnaire Français," &c. &c.	The same as above.
	Thursday, 6–7 p.m.	French Dictation, Translation of French (prose or poetry) into English, or English into French, alternately.		
IV. Mathematical School.	Monday, 7–8 p.m.	Accidence of Grammar, and Translation of French into English.	1. Accidence (Van Laun's Gramm., 2nd ed. 1863). 2. Van Laun's Exercises, the 50 first. 3. Extract from "Guillaume Tell," by Florian (Van Laun's Leçons Graduées). 4. Perrin's Fables, the 50 first.	This rather elementary class is composed of boys preparing for the Naval Examination at Portsmouth.
	Thursday, 7–8 p.m.	Grammar and Exercises of Translation of English into French.		
V. and VI. Great Erasmus, A. Division, Sections I. and II.	1. Tuesday, 9–10.30 a.m.	Grammar and Translation of French into English.	1. Accidence and Syntax (Van Laun's Gr.) 2. Exercises on irregular verbs and Syntax (Van Laun's Grammar, Part iii.) 3. Extract from "Mon Voisin," by E. Souvestre, and from "Les deux Villages," by Charles de Bernard (Leçons Graduées). 4. "Questionnaire Français," &c. &c.	This arrangement varies from week to week, so that A. I. and A. II. have *three* lessons every fortnight.
	2. Thursday, 9–10.30 a.m.	Grammar and Exercises of Translation of English into French.		
	3. Friday, 3.30–5 p.m.	Difficulties of the Language, Idioms, &c., "Questionnaire Français," &c. &c.		
VII. and VIII. Great Erasmus, B. Division, Sections I. and II.	1. Monday, 9–10.30 a.m. 2. Monday, 3.30–5 p.m. 3. Friday, 9–10.30 a.m.	The same arrangement as for Division A.	1. Accidence and beginning of Syntax. 2. Exercises on irregular verbs and on Syntax. 3. Extract from "Anacharsis," by Barthélemy (Leçons Graduées). 4. "Questionnaire Français," &c. &c.	The same as above.

Christ's Hospital, January 27th, 1866. ERNEST BRETTE.

PROPOSED ARRANGEMENT of TIME for the STUDY of the FRENCH CLASSES under Mons. F. GENEY, First Assistant Master, during the Quarter commencing January 18, 1866.

DAYS.	HOURS A.M.	HOURS P.M.
	9 to 10.30.	3.30 to 5.
Monday	B. Section, 2nd Division	B. Section, 1st Division.
Tuesday	C. Section, 2nd Division	C. Section, 1st Division.
Wednesday	A. Section, 2nd Division	Half Holiday.
Thursday	B. Section, 2nd Division	A. Section 1st Division.
Friday	C. Section, 2nd Division	A. Section, 1st Division.
Saturday	A. Section, 2nd Division	Half Holiday.

List of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866:—

FRENCH SCHOOL.

ARRANGEMENT of TIME for the STUDY of the CLASSES under Mons. F. GENEY, Second Master.

Name of the Class.	Days and Hours of Attendance.	Order of Work.	List of Books, or portions of Books, proposed to be studied by the Classes during the Quarter commencing Jan. 18, 1866.	Observations.
B. II. -	Monday,* from 9–10.30 a.m.	Morning. Grammar exercise, English into French and *vice versâ*, and verbs.	Delille's French Grammar, 10th edition, 1856, from the regular verbs to the end of the accidence.	Two written exercises of English into French a week are brought by the pupils; they correct them from the blackboard and re-translate them into English without the book.
B. I. -	Monday, from 3.30–5 p.m.			
C. II. -	Tuesday, from 9–10.30 a.m.			
C. I. -	Tuesday, from 3.30–5 p.m.			
A. II. -	Wednesday. from 9–10.30 a.m.			
—	Half Holiday.			
B. II. -	Thursday, from 9–10.30 a.m.	Afternoon. Translation, *viva voce*, French into English, and reading. For all the Classes.	Delille's Répertoire des Prosateurs Français, 7th edition, 1857; Extracts from Gil Blas (Le Sage), and Charles XII. (Voltaire). For all the Classes.	To be prepared by the pupils before they come in class, about 15 lines of French into English twice a week.
A. I. -	Thursday, from 3.30–5 p.m.			To be learned by heart, a regular verb once a week.
C. II. -	Friday, from 9–10.30 a.m.			
B. I. -	Friday, from 3.30–5 p.m.			
A. II. -	Saturday, from 9–10.30 a.m.			
—	Half Holiday.			

* This arrangement is varied from week to week, so that each section have three lessons every fortnight.

Christ's Hospital, 30th January 1866. F. GENEY.

PROPOSED ARRANGEMENT of TIME for the STUDY of the FRENCH CLASSES under Mr. DELPECH, Bachelier ès Lettres, Second Assistant French Master, during the Quarter commencing January 18, 1866.

DAYS.	HOURS A.M.	HOURS P.M.
	9 to 10.30.	3.30 to 5.
Monday - - -	One of the Six Divisions under my tuition.	One Division.
Tuesday - - -	Ditto - - -	Ditto.
Wednesday - - -	Ditto - - -	—
Thursday - - -	Ditto - - -	Ditto.
Friday - - -	Ditto - - -	—
Saturday - - -	Ditto - - -	—

N.B.—My classes are called A. I., B. I., C. I., A. II., B. II., C. II. As they are made up of boys coming from several masters, the order of attendance is thus regulated that each boy has three lessons every fortnight.

List of Books, or portions of Books, proposed to be studied by the above-named class during the quarter commencing January 18, 1866:—

The Beginner's Own French Book, 11th edition, by Delille; pronunciation noun, article adjective, pronouns, and auxiliary verbs.

Christ's Hospital, 31st January 1866.

DELPECH.

PROPOSED ARRANGEMENT of TIME for STUDY of the CLASSES of the DRAWING SCHOOL under Mr. W. H. BACK, and his Assistant, Mr. H. W. C. MASON, during the Quarter commencing January 18, 1866.

DAYS.	HOURS A.M.		HOURS P.M.	
	9–10.	10.30–12.	2–3.30.	4–5.
Monday	—	*Model drawing, freehand drawing, practical geometry.	†Model drawing, freehand drawing, practical geometry.	—
Tuesday	—	Ditto.	Ditto.	†Model drawing, freehand drawing, practical geometry, perspective.
Wednesday	†Model drawing, freehand drawing, practical geometry, perspective.	Ditto.	Half Holiday.	
Thursday	—	Ditto.	†Model drawing, freehand drawing, practical geometry.	†Model drawing, freehand drawing, practical geometry, perspective.
Friday	—	Ditto.	Ditto.	—
Saturday	†Model drawing, freehand drawing, practical geometry, perspective.	Ditto.	Half Holiday.	

* Boys from the Mathematical and Latin Schools, in two divisions, each division subdivided into *three sections*, which attend separately in regular order through the week; the sections of one division in the morning, those of the other in the afternoon.

† Boys of the Great and Little Erasmus, or English School, in two divisions, each divided into two sections, which attend separately.

The above studies are not taken in any particular order, but according as a class may be thought to require exercising in any one of them. When tolerably proficient in these, drawing from familiar objects is then practised. Chart drawing and marine drawing are practised by some of the Royal Mathematical or naval boys.

PROPOSED ARRANGEMENT of TIME for the STUDY of the CLASS or FORM under Mr. GEORGE COOPER, Music or Singing Master, during the Quarter commencing January 18, 1866.

DAYS.	HOURS P.M.	
	1–3.	7–8.
Monday	—	Class.
Tuesday	—	—
Wednesday	General practice of anthems, psalmody, &c.	—
Thursday	—	Class.
Friday	—	—
Saturday	General practice of anthems, psalmody, &c.	—

List of books, or portions of books, proposed to be studied by the above-named class during the quarter commencing January 18th 1866:—

Turle and Taylor's Singing Book for elementary portion; various pieces (sacred and secular) selected for the purpose.

APPENDIX III.—ON CERTAIN ENDOWED SECONDARY SCHOOLS, RECENTLY ESTABLISHED.

Detailed report upon the boys' branch of S. Clement Danes Middle Schools.

Foundation, and founders' intention.

(1.) *Saint Clement Danes Schools* were created by orders, and in accordance with schemes settled by the Court of Chancery between the years 1840 and 1860. Their endowment is part of a charity founded by William Breton in 1552, who, in consideration of 160*l.* paid to him by the churchwardens of S. Clement Danes, conveyed certain premises to certain parishioners and inhabitants of that parish and their heirs to the intent that they should yearly pay the profits of them to the churchwardens of the parish to be distributed by them in alms among 12 poor people of the said parish.

Increase of the value of the charity.

The value of the property having very greatly increased, so that in 1840 its annual income amounted to 3957*l.* 10*s.*, besides a sum of 21,113*l.* 0*s.* 2*d.* standing to the credit of the charity in Bank of England 3 per cent. annuities, an Order in Chancery dated March 18th, 1840, directed a master to settle a scheme for the better application of the funds of the charity.

Order in Chancery directing a scheme for its management.

Outline of scheme.

This scheme, under which, with certain modifications, the charity is now administered, directs (*a.*) The sum of 300*l.* to be paid annually towards the education and *clothing* of children in the parochial schools, besides permitting the application of 800*l.* towards the enlarging of the said schools. (*b.*) The sum of 1500*l.* (more or less) to be spent in erecting infant schools for the poor; and 400*l.* to be applied annually to their support; besides giving directions as to the appointment of masters, and the government and management of such schools. (*c.*)

Creation of commercial grammar school.

A sum, according to the approval of a Master in Chancery, to be spent in purchasing a site and erecting a commercial grammar school and a master's residence; and 600*l.* a year to be allowed to the support of such school. It proceeds further to give directions for the appointment and removal of masters, the admission of boys, and the management of such school. (*d.*) The application of 200*l.* per annum in apprenticing poor children aged from 13½ to 14½ years. (*e.*) The payment of a sum of 300*l.* annually to King's College Hospital, and of other sums to other similar public institutions. (*f.*) The erection and maintenance of 40 new almshouses. (*g.*) The mode of dealing with surplus funds. It is with the part of this scheme marked (*c.*), and contained in paragraphs 49–71 inclusive, that I am here concerned. Considerable additions to the scheme and amendments of it have been made by Orders in Chancery from time to time, and especially by an order of the Master of the Rolls, dated March 30th, 1860, which provides for the creation of a middle class girls' school in addition to the existing schools; and also by an order dated June 8th, 1863. Moreover, at the date of my visit the scheme had just been further amended by the Court of Chancery; and this amended scheme was to take effect from Christmas, 1866.

Creation of a girls' middle school.

Boys' Branch.

Boys branch.

Attendance of scholars.

The school was not opened till August 1862: so that at the date of my visit it had only been in operation four years. The number of boys in ordinary attendance at the school is stated in the returns to be 95. The number on the books, however, at the date of my visit was only 81, and the number present 77.

Age at which they leave the school.

Of these boys none ever stayed beyond the age of 16 years, at which age, by the original scheme, they are superannuated; and most are removed before they reach that age.

Employment of their parents.

The great majority of the boys are under 14 years of age. Almost all of them come from houses quite close to the school; and they are chiefly the sons of small tradesmen, and legal employés.

Cost of the maintenance of the school.

From the returns it appears that the cost of the school for 1864 was 948*l.* 17*s.* 4*d.* Of this expenditure 600*l.* was paid as the regular endowment under the scheme;

305*l.* 15*s.* were raised by way of fees from the scholars; and 43*l.* 2*s.* 4*d.* were supplied from the accumulation fund. Thus the cost of education in this school may be thus estimated.

		£	*s.*	*d.*
Endowment	Under scheme, regular	600	0	0
	Accumulation fund, variable	43	2	4
	Total endowment	£643	2	4

Which divided among 95 boys gives an average of about 6*l.* 15*s.* 4*d.* each. Then for 40 weeks in the year, 29 hours per week, instruction is given in religious knowledge, elementary and other branches of English, arithmetic, Latin, French, mathematics, book-keeping, and drawing at the following cost per scholar.

		£	*s.*	*d.*
Public	By endowment	6	15	4
Private.	By fees	3	0	0
	Books and stationery	0	0	0
	Total cost per head	£9	15	4

The only extra is singing, the learning of which is optional, and is charged 7*s.* 6*d.* per annum.

Staff of the school.

The head master is a graduate of Cambridge, and was formerly scholar of St. John's College in that university. He is assisted by two masters who are not graduates, but students of King's College, London. The mode of appointing the head master is singular. Before his election he is required to submit to an examination by the upper grammar master of Christ's Hospital; and the present master was actually so examined and certified as competent. The scheme in requiring this, followed an example set by several founders of grammar schools in this district, who required candidates for masterships in their schools to submit to examination by some master of a well known public school or other learned and competent person. The ordinances of Lewisham Grammar School are an example of this. It is of course no degradation for any person who professes certain attainments to be examined as to his possession of those attainments by any competent judge; and I am informed that the existence of this regulation has already protected the managers from electing an incompetent candidate. It does, however, seem desirable that there should be some board or more generally acknowledged authority for undertaking such functions. The diplomas of the College of Preceptors do not answer this purpose, as they are not held in any esteem in the highest walks of the profession. The assistant masters are not nominated by the head master, but by the managers; which is, I think, a mistake. Experience shows that where the assistant masters are intended to be subordinate to the head master, and to work under his directions, the best principle on which to proceed is that of exercising the utmost care in selecting a head master, and in securing the feasibility of his removal in case of his not proving an useful or successful master; but of giving him the appointment of his own subordinates. The usual difficulty is felt in this school of getting good assistant masters, their being no satisfactory medium between the trained and certificated masters and the university graduates. A trained master would no doubt teach the elements better to the little boys than an untrained student of London University. But the great difficulty felt here, as at other grammar schools in this district in the employing of certificated masters is, that they are of a lower social class than the majority of the boys they have to teach. Certificated masters have most of them received a more or less gratuitous education, and are drawn from the

Mode of appointing head-master.

Mode of appointing assistant-masters.

Difficulty of getting good assistants.

Objections to the employment of certificated masters.

labouring or a parallel class; and although they may be very skilful in the art of teaching, yet it is difficult to find one who in manners, or habits, or pronunciation, or associations, is not inferior to most of those whose sons he would have to teach at a grammar school. The present head master of this school has had some experience as lecturer in a training college aided by Government; and he declines to make use of certificated masters, although he feels strongly the want of training in his assistants. A professorship of instruction, with the accompanying means of practice, established in one of the colleges connected with London University, as suggested at page 149 of this Report, would go far towards removing this difficulty. The Commissioners will remark that this school is *not full*. There might be several reasons for this fact. (1.) It might be owing to mismanagement or bad teaching. This is not the case. The school is satisfactorily taught and conducted. (2.) It might be owing to a dislike on the part of professional men to allow their sons to mix with those of tradesmen. I do not think this feeling exists much on the part of parents with regard to their boys; though it is an important consideration with regard to their girls. Among the managers who met me there were two who appeared particularly active and interested in the schools, the scholars, and the inspection. One was a small tradesman, the other a solicitor. The solicitor sends his sons to the boys' school, but *not* his daughters. Them he sends to Bedford College School. The tradesman sends both his sons and his daughters to these schools. The Commissioners will find this difference not uncommon. (3.) It might be owing to an over-abundance of grammar schools in this quarter of London. And this I have no doubt is partly the case. The Commissioners will observe if they look at my sketch of the position of schools in this district (page), that there are three endowed grammar schools of the second and third grades, all near together: viz., S. Clement Danes, The Stationers' School, and Archbishop Tennison's (S. Martin's). None of these are full; and they furnish an example of the very unequal distribution of grammar schools throughout the town. Another cause of this school not being full is no doubt the clearing away of residents, owing to the preparations for the new law courts; and the growing habit of living out of town, and coming into business by rail. It should be observed that the scheme has hitherto confined the admission to the school to sons and wards of parishioners of S. Clement Danes. The amended scheme now most wisely throws the school open to non-parishioners, at an increased rate of fees. But this had not taken effect at the date of my visit, and there were none but parishioners in the schools. Another cause is perhaps the inconvenient character of the premises. Large sums have, I believe, been spent in building and furnishing these schools; but they are by no means satisfactory premises. The worse defect in them is the want of a playground. There is only one very small paved court, shared by boys, girls, and infants; and, as of course, they have to be turned into it at different hours, there is a constant noise and interruption to quiet work. The boys struck me as looking delicate; and the master assured me that my impression was correct; and that the want of fresh air and good recreation during the intervals prevented his getting so much good work from them as he otherwise might.

Want of Professorships of the art of teaching at the universities.

This school is not full.

Reasons of this.

Frequency of endowed schools in this part of London.

Clearing away of residents from this quarter.

Narrowness of the scheme of Chancery.

Inconvenient premises.

Inspection and examination of the school. classification.

The master instructed the boys in my presence in the ordinary school routine. After hearing the teaching, which was very satisfactory, for some time, I questioned the first class in English grammar and history. This class, consisting of 26 boys, was large in proportion to the four others, which numbered respectively 15, 11, 15, and 10 boys, on this occasion. But no doubt this is the right principle on which to classify.

The little boys want more individual attention, and classes should decrease, not as at Christ's Hospital increase, in size as one descends the school. The average age of this first class was only 12½ years, and there was no boy in the school above 14 years. They answered well in these English subjects, and had got a very fair grasp of analysis, which is somewhat rare in these schools. They were not far advanced in Euclid and algebra ; but not much in these subjects can be expected from boys of 12 who have to be worked in English, Latin, and French, and some of whom are also learning Greek. I found them only just begining to grope their way through the first book of Euclid, and hardly able to get up the text of that; neither were they forward in arithmetic. There was no boy in the school who could undertake the Latin prose in Paper XIV., question 4, or the French prose on Paper XXV., question 1. I gave the first class Paper XVI., question 1, and a small piece of Eutropius to translate, but only 11 of them, forming the first division of the first class, could undertake it. To those who could not undertake it I read out a short narrative, of which I required them to reproduce the substance. This they did well, showing intelligence as well as satisfactory writing and spelling. I also gave as dictation to the first class, eight lines from Paper XI., from "Immediately—surprise," and the bill in Paper I., question 5, to be worked out. The following table shows the result ; and it will give the Commissioners some idea of the standard of work in these second and third grade grammar schools.

Age of the boys.

Standard of attainments.

Table showing results of part of the examination.

Number.	Age.	Time in School.	Errors in Dictation.	Latin. Max. 50.	Bill Paper I. 5.
		Yr. Mo.			
1	11	1 9	1	5	Wrong in 4 items.
2	12	4 0	1	40	Right.
3	12	4 0	1	10	Wrong in 2 items.
4	13	4 0	0	20	Wrong in 1 item.
5	14	4 0	2	5	Right.
6	13	2 9	0	30	Wrong in 1 item.
7	12	4 0	1	40	Wrong in 3 items.
8	11	3 9	0	45	Wrong in 1 item.
9	13	1 10	1	20	Wrong in 2 items.
10	12	4 0	2	10	Wrong in 1 item.
11	12	4 0	4	5	Wrong in 2 items.
12	11	4 0	0	–	Wrong in 4 items.
13	13	4 0	6	–	Wrong in 3 items.
14	12	0 9	2	–	Wrong in 4 items.
15	14	2 7	5	–	Wrong in 2 items.
16	12	4 3	5	–	Wrong in 2 items.
17	11	3 0	5	–	Wrong in 2 items.
18	13	0 9	4	–	Right.
19	12	4 0	2	–	Wrong in 2 items.
20	12	4 0	3	–	Wrong in 5 items.
21	13	4 0	1	–	Wrong in 2 items.
22	12	3 6	3	–	Wrong in 3 items.
23	12	4 0	0	–	Wrong in 4 items.
24	12	4 0	0	–	Wrong in 2 items.
25	14	2 0	5	–	Wrong in 3 items.
26	12	3 0	3	–	Wrong in 2 items.

It will be observed that the average time that these boys had been in the school was only three years and three months. The results of the dictation, which give us an average of 2⅕ errors to each boy with six out of the 26 free from error, though not brilliant, are satisfactory compared with many other schools. The results of the boys' attempts to work the bill were as usual very unsatisfactory.

It appeared to me that this was a well and carefully taught and conducted school; but that the boys left at too early an age to enable them to get much real benefit from Latin and Greek. It also appeared that some improvements might be made in the ordinances of the school; some of which improvements were actually about to be effected immediately.

Girls' branch.

Girls' Branch.

This branch of the schools owes its origin to an order made by the Master of the Rolls in the cause of the Attorney General *v.* Bovill, and dated March 30th 1860.

Admission of pupils.

According to the amended scheme, which, however, had not taken effect at the date of my visit, the school is open

(*a.*) To the daughters or wards of inhabitants or parishioners of St. Clement Danes, at a fee of 1*l.* per term, or 3*l.* per annum.

(*b.*) To the daughters or wards of non-parishioners, at a fee of 2*l.* per term, or 6*l.* per annum.

At the date of my visit, only daughters or wards of parishioners were admitted, and the school was not nearly full, containing only 20 pupils. The new scheme was to take effect from Christmas 1866.

Object of the school.

The object of the school is to provide at a very moderate cost a good education, such as shall combine sound moral and religious instruction with a training calculated to fit the pupils for business or other suitable pursuits. The course of education embraces instruction in the principles of the Christian religion, the English language, reading, writing, arithmetic, history, and geography, with instruction in the French and German languages if desired, and if the funds of the institution permit, and geometrical drawing. The fees have been mentioned; they include the use of books and stationery. Music is an extra. Every pupil upon admission must

(*a.*) Be able to write her own name, and read fairly well in the New Testament.

(*b.*) Be between the ages of seven and 14.

Pupils may continue at the school till the age of 18.

Terms and vacations.

The school year is divided into three terms, commencing respectively on the first day after the Christmas vacation, the first day of May, and the first day after the summer vacation. The vacations are 10 days at Easter, beginning the day before Good Friday; five weeks in summer, commencing on the last Wednesday in July; and four weeks at Christmas, beginning two days before Christmas Day.

Regulations of attendance.

The hours of attendance are, in the morning from 9.30 to 1, and in the afternoon from 2 till 4. Saturday is a holiday. Punctuality in attendance is strictly enforced, and the parents of every pupil are furnished at the end of every term with a report of her attendance, conduct, and progress. No pupil is to absent herself from school without the special permission of the mistress, on application by the parent or guardian in writing, unless in the case of illness, when the same is to be certified to the mistress in like manner. Any infringement of this rule will be deemed an *ipso facto* withdrawal of the pupil from the school, and the fee paid in advance will be forfeited.

Examination.

An examination, conducted by an examiner approved of for that purpose by the managers, is held annually before the summer vacation, when prizes are awarded to those pupils who have distinguished themselves by their proficiency, regular attendance, and good conduct.

Grade of the school.

It will be remarked that in accordance with the new scheme the school may in future become one of the first grade, but at the date of my visit there was no pupil in the school above the age of 16, and the school was therefore, at that date, of the second grade. (See page 384.)

This is, so far as I am aware, the only instance of a recent attempt to create, in this district, an endowed school of the second grade, in which is offered to girls between the ages of 7 and 14 a sound grounding in the necessary subjects (except mathematics, which are left out) of secondary instruction at a very trifling cost; in which the "accomplishments" are more or less discouraged; in which there is an admission examination (though at present trifling and not graduated by age); and in which regularity of attendance and other essentials of a good system of education are enforced. What a blessing such a school as this, if well conducted, must be to the inhabitants of this part of London, and how greatly such schools are needed, is amply shown in my General Report, page 409, and by the evidence in Appendices XIV., XV., XVI. The school had not been established four years at the date of my visit; it had hitherto only been open to parishioners, and the number of parishioners had been lessened by the causes already mentioned. The school has not yet, therefore, had a fair trial, and it would be rash to predict or announce at present either its success or its failure. The managers and teachers of such a school as this deserve, under existing circumstances, the most sincere sympathy. They are endeavouring conscientiously, as it appears, to do an excellent work, and have to contend against very great difficulties. Want, in London, of such schools as this.

The school is classified in three divisions, with an uniform classification for all subjects, and is taught by three mistresses, with visiting masters for French, German, and music. The number of pupils on the books is about 50, of whom all were learning the English subjects, and French, from the mistresses, while 20 were learning French, and eight German, from the visiting master. The head mistress had been trained in the normal school at Westminster, as a teacher of elementary schools, the assistant mistresses had received no professional training. The mistresses declined to teach in my presence. Classification teachers.

The most noteworthy feature of the school was the gross ignorance of pupils on admission. One girl, for example, of 13 years old had been to four private schools during the course of the last year. She could not read sufficiently well to pass in standard IV. of the Revised Code. She wrote exceedingly ill. She had 14 mistakes in eight lines of easy dictation. She did not know the multiplication table as far as nine times. In working the bill (Paper I. 5.) she made 10 mistakes. Ignorance of pupils at admission.

The pupils in the first division were very young. Their average age was not quite 12 years, and they had been in the school on an average only two years 10 months. I examined them in reading, writing to dictation, arithmetic, English grammar, British history, and French. Examination of the school.

Considering their age, their *reading* was fair, their *handwriting* very fair. Its chief defect was that it was angular. Their spelling as shown by *dictation* was pretty fair. (See table below.) In eight lines from Paper XXI. they had an average of three five-sixths mistakes each, and only three of them wrote the passage correctly. It is right, however, to point out that, as the following table shows, this average is considerably affected by the work of one pupil who had only been three months in the school, of another who had only been six months, of another who had only been eight months, and another who had only been nine months. If these four pupils are excluded from the calculation, the average is not quite three mistakes to each pupil. In *arithmetic* the class had the first three and the 5th questions in Paper I. to work. The result was as usual in all schools of whatever grade unsatisfactory, but better than in private schools of this grade. Two girls for example, numbers 7 and 8 in the following table, worked correctly the third question, which was seldom successfully worked in any school.

Number.	Age.	Time in School.	Errors in Dictation.	Bill, Paper I. 5.
		Yr. mo.		
1	11	0 6	5	Wrong, 2 items.
2	13	4 0	4	Wrong, 3 items.
3	10	0 8	8	Wrong, 1 item.
4	13	0 3	14	Wrong, all items.
5	13	3 3	1	Wrong, 2 items.
6	12	4 0	3	Wrong, all items.
7	14	2 9	0	Wrong, 2 items.
8	11	4 0	0	Right.
9	14	4 0	2	Wrongly added.
10	10	4 0	1	Wrong, 1 item.
11	13	3 0	2	Wrong, 1 item.
12	9	1 9	1	Wrong, 3 items.
13	12	3 0	9	Wrong, 3 item.
14	10	4 0	6	Wrong, 1 item.
15	11	3 9	7	Wrong, 1 item.
16	13	3 0	2	Wrong, 1 item.
17	11	4 0	1	Wrong, 1 item.
18	14	3 9	0	Right.
19	11	0 9	6	Wrong, 3 items.

In *English grammar* and *British history* a small quantity of work had been attempted, but it was well done. There were evident signs here of good grounding. The pupils answered very creditably in an oral examination. In *French* the results of an oral examination in which the pupils were required to translate into English from a book which they had been reading, and were questioned on the regular and irregular verbs and other portions of elementary grammar were the least satisfactory part of the examination. The book which the pupils were reading was too difficult for even the more advanced among them, and none of them had learnt the elements of the grammar thoroughly.

The results of this examination are, upon the whole, decidedly better than those which I have been used to find in girl's schools of this grade. The main defect of the school is the want of good premises and of any means of physical education.

Detailed report upon the Whitechapel Foundation Commercial School. Creation by Court of Chancery.

(2.) *The Whitechapel Foundation Commercial School* is, like S. Clement Danes, of recent origin, having been founded in 1854 by an order of a Vice-Chancellor, and in accordance with a scheme settled by a master of the Court of Chancery, whereby the Court directed certain parts of the Whitechapel charities to be applied and appropriated to a school in which boys of all religious denominations residing within the parish of S. Mary, Whitechapel, should be taught the principles of Christianity, reading, writing, arithmetic, Latin, French, German, and also such other languages and such arts and sciences as to the trustees might from time to time seem expedient. The charities which the Court directed should be thus applied had been left by five distinct donors at different periods, for such purposes as the following:

Founders' intentions.

(*a*) For divine service, and distribution on New Year's Day.
(*b*) For poor people on Christmas Day.
(*c*) For poor Salters' Widows and Maids.
(*d*) For poor people at the discretion of the minister.
(*e*) For distribution to young persons, sick and poor people, of Bibles, money, bread, coals, and the like; for the support of almshouses, and the maintenance and repair of a certain tomb.

These sufficiently various and diverse bequests were all consolidated and applied by the Court to the foundation of a middle school for boys,

(the "Poor Maids" as usual going to the wall) to be called, "The Whitechapel Foundation Commercial School." The school was accordingly built, and stands in Leman Street, which is a street running in a south-easterly direction out of Whitechapel High Street towards the London Dock. The buildings are fairly good, the only serious defect being that which is so common in London schools, the want of a playground. The school is about half a mile from the Fenchurch Street Station, three quarters of a mile from the Great Eastern Station, and a mile from the Moorgate Street and Cannon Street Termini. The situation is a very good one for the purpose, the locality being one where a middle school of the second grade was much wanted, the commercial population either resident or doing business in that quarter being very dense, and having no grammar or foundation schools of the second grade within reach to supply their wants, except S. Dunstan's, Stepney, which is crowded to excess and overflowing. For Sir John Jolles' School at Bow, about $2\frac{1}{2}$ miles off, has from neglect and want of sufficient endowment, fallen into a condition almost inferior to that of a National school. No greater boon could have been conferred on the parish of S. Mary, Whitechapel, than the creation of such a school as this. This excellent work was accomplished by the efforts of the Rev. Canon Champneys, then rector of the parish, who along with certain parishioners, mostly tradesmen, petitioned the Court. The scheme seems to be well drawn and to be working satisfactorily. The chief features in the constitution and condition of the school are these :—

Situation of school.

Premises.

Chief features in the constitution and condition of the school.

(i.) The school is at basis a Church of England school, but has a liberal Conscience Clause. Prayers "from the Liturgy of the Church of England as by law established," are read every morning and evening, and the Catechism is taught ; but no child is, "against the wish of his "parent or guardian duly expressed, compelled to learn the said Cate- "chism, or to attend the prayers." As the master is a layman, and the school is a day school, no difficulties ever arise on this head.

Conscience clause.

(ii.) The trustees are the rector, churchwardens, and overseers of the poor of the parish, *ex officio ;* but associated with them are 12 lay trustees, who at the present time are respectable tradesmen, such as ironmongers, sugar bakers, grocers, linendrapers, italian warehousemen, &c. The trustees do not seem to interfere unduly. They have elected a good master, and they give him rope, and indeed, seem to put considerable confidence in him. The principal difficulty at present appears to be to get them to act with sufficient vigour and decision when such action is required, as, for example, in the dismissal of an unpunctual or otherwise inefficient assistant-master. On the whole, however, this part of the machinery does not seem to work badly. There is a tendency on the part of the shopkeepers among the trustees to decry the instruction in Latin, Euclid, and other scientific branches of study ; but this has been counteracted by the influence of the rector ; and there is *salt* even in these utilitarian views. After all, the school is for the benefit of these shopkeepers. It is their children who are being taught there ; and their influence ought to be felt in shaping the curriculum.

Trustees.

(iii.) These charities were intended for the benefit of S. Mary's parish, Whitechapel. But by a most wise and politic liberality the school is open to "foreigners," that is, non-parishioners. The prior claims of the parishioners are not indeed ignored ; for the admission to the school is cheaper to parishioners than to non-parishioners. Thus a middle course is steered between the narrow exclusiveness of S. Olave's, Southwark, and the more levelling of S. Saviour's, Southwark. The rights of the parishioners are secured, not by the insensate suicidal method of giving them an entirely free education, and shutting the doors against all outsiders, as at S. Olave's, Southwark ; but by admitting outsiders when there

School open to foreigners.

is room, at an increased fee. Thus also that local interest in the school, which is now almost lost to S. Saviour's, Southwark, is secured. The parishioners still feel that they have a school which they can call their own, and yet *are not permitted to hug it to death.* The fee for parishioners is 15*s.* a quarter, or 3*l.* a year. For non-parishioners, who are admitted when there is room, 20*s.* a quarter, or 4*l.* a year. These sums are obviously below the real value of the education given, and yet, perhaps, sufficiently high to make the contributors value their purchase. In addition to this, each boy in the upper school pays for books, &c., the sum of two guineas, each boy in the lower school the sum of one guinea per annum.

Fees.

Payment for books.

The expenditure from endowment in 1863 (the latest year for which I could find any returns to the Charity Commissioners) was about 581*l.* 8*s.* The receipts from pupils amounted to about 1,118*l.* 12*s.*, nearly double the amount of expenditure from endowment. The number of boys in the school was in 1863 about 200. Thus the cost of education in this school was about 8*l.* 10*s.* per head.

The school is a day-school.

(iv.) The school is strictly a day school. It is intended to give education, as the trustees express it, "without the necessity of removing the children from the care and control of their parents." The boys attending it are chiefly the sons of tradesmen. There are also, not unfrequently, sons of superior mechanics, men who make delicate and intricate parts of machines or instruments, and whose business requires intelligence, and fineness of touch and sight; such as watchmakers, opticians, and the like. The head boy in the school at the time of my visit was of this class. Almost all of them live quite close to the school.

Attended by sons of tradesmen and mechanics.

(v.) The curriculum has been already described. Its main feature, according to the scheme, is the omission of Greek at the same time that Latin is retained. This was, no doubt, a most necessary and proper regulation; but all my experience shows that it would not have been sufficient of itself to satisfy the wants of the parents. The mere omission of Greek would have removed objections to the curriculum, but would not have caused it to be so thoroughly satisfactory as it now seems to be to all the thoughtful and intelligent among the parents. The cause of this satisfaction appears to be *that the master puts the modern languages and mathematics upon exactly the same footing as that on which Latin stands;* and he does this by the following contrivances. (*a*) He classifies the school by the triplex mode, that is, separately by Latin, modern languages, and mathematics; and he makes all other subjects subordinate to these. (*b*) He gives exactly the same marks to each of these leading subjects. They are all three marked equally; *id est,* the maximum attainable is the same in the case of each of the three; and the marks are aggregated for promotion and position in the school. (*c*) He has an Englishman by birth and early education—a man himself brought up in an English school, and who has been master in an English grammar school, but who has resided abroad on purpose to study French and German—to teach those languages. I shall have occasion to speak more of these points hereafter, but I particularly desire to call the Commissioners attention to them here as very important in their bearing on secondary education. It is of no use to drop Greek in one of these schools if the same prominent exclusive place is still given to Latin which was before given to Latin and Greek. It is of no use to introduce French and German into a school, if they are regarded as of secondary consideration. And boys will thus regard them so long as they are marked at a lower rate, and taught by inferior men or by persons who from imperfect knowledge of the English language cannot command their respect and obedience. If place and position in the school depend mainly upon Latin, boys are

The curriculum is satisfactory to the parents.

Reason of this.

Modern languages and mathematics are not depreciated.

quick enough to find out "what pays"; and the diligent, the ambitious, the energetic among them, will put all their strength into Latin, and will despise the mathematics and the French. The master of the Whitechapel Foundation Commercial School has steered clear of this rock. He would, probably, have been justified by the wording of the scheme in putting Latin into a commanding position; and he might have been tempted to favour his own subject. But he studied the good of the school, and was impartial; and the effect has been most satisfactory.

Divisions and classification of the school.

(vi.) The school is divided to an upper and lower department, or as the old founders would havein called them, a grammar and a petty school. In each of these there are four classes, wilh an average of about 28 boys to a class. To the upper school there are four masters, who divide the work among them, not on the ordinary English system of each master taking a class in all or most of its subjects, but on the Scotch Borough School system of each master taking certain subjects, and teaching them throughout the school. Thus—

The staff.

The head master takes Latin and English grammar.
The second master takes mathematics.
The third master takes modern languages.
The fourth master takes English, except the grammar.

All the masters are appointed by the trustees, but are all expected to follow the direction of the head master. The head master is a graduate of London University. The fifth master is at the head of the lower department, and was a pupil teacher in a Scotch parochial school, and afterwards trained in the Normal school of the Established Church at Glasgow. He has two assistants under him, one of whom is an English ex-pupil teacher. The staff is active and efficient, and the school is well supplied with furniture and apparatus.

Salaries of masters.

(vii.) The method of paying the masters is judiciously arranged. Each of them has a certain sum paid him from the endowment, and a share in the receipts from the scholars. The fixed salaries are for the first three masters respectively 100*l.*, 80*l.*, and 60*l.*; and their share in the fees are graduated thus: The head master has a sum of 5*s.* a quarter for every boy admitted until there are 150 boys in the school, and for every boy above the number of 150, 2*s.* 6*d.* per quarter, until his proportion amounts to 200*l.* The second master has 2*s.* 6*d.* a quarter for every boy admitted until his proportion amounts to 120*l.* The third master has for his portion the sum of 2*s.* 6*d.* a quarter for every boy admitted until his proportion amounts to 70*l.* Thus the highest attainable salary for the first three masters is respectively 300*l.*, 200*l.*, and 130*l.* These emoluments are not high; and there does not seem to be much reason why the mathematical and modern language masters should be tied down to so much lower a share in the profits than that of the Latin master. But this is the arrangement made by the scheme, and is a question of detail. The principle of the method of payment is excellent. The sums actually realized in 1864 by the first three masters from endowment and fees were respectively 286*l.* 12*s.* 6*d.*, 191*l.* 12*s.* 6*d.*, and 130*l.* The moderate amount of the emoluments as compared with the profits made in boarding schools is, it must be observed, counteracted by the comfort which the masters experience in not having to take charge of the boys during whole or half holidays, or Sundays, or after school hours. I shall speak further of this question hereafter; but I may just remark here that one of the masters, whose services appeared to be much valued, told me that he had left a boarding grammar school in the eastern counties, where the pay was higher, because he wished to have some time in the evening which he could call his own.

Examinations.

(viii.) The provision for examinations of the school is the following At Midsummer the school is examined by an examiner who, according to the scheme, should be appointed by the trustees. As in most such cases, however, the result is that the head master practically names his own examiner, and thus has really the patronage of the examination fee; the trustees (or at any rate their lay members) not knowing anything of the quarter in which they should look for competent examiners. The scheme also orders that the trustees should be present at the examination. As, however, of course such examination to be sufficient must be conducted principally on paper, and as a paper examination is not an interesting process, a compromise is effected on this point, and the master himself gives an oral examination in English and the more elementary subjects at Christmas, at which the trustees attend. The provision for examination is more satisfactory here than at many grammar schools in this district, inasmuch as the examiner attends himself, and is present during the whole time his papers are being worked. He makes a report upon the result to the trustees. The school also prepares for the Oxford local examinations; and this again is done in a better manner than in many schools, the whole course for the year being determined by the programme of that examination, according to which, as soon as it is published, the whole first class is taught. Only a certain number, however, is sent in for examination. The result, however, as regards this school is probably not much cramming of individual boys, unless it be just towards the close of the time of preparation, because the master prepares the *whole first class* and does not know till towards the end of the time how many or which boys he will send up. Still, even this arrangement is not quite satisfactory. But upon this question of examinations I shall speak further on page 172.

Success of the school.

On the whole the school has been decidedly successful. It was opened in March 1858 with 50 scholars. In 12 months the attendance had risen to 152. In March 1860 it was 188; in March 1861 it was 201; in March 1862 it was 192; in March 1863 it was 214; in March 1864 in was 280; in March 1865 it was 221. There are no doubt some defects voidable and unavoidable in the arrangements or constitution of the school, but they are of minor importance. The school has on the whole been judiciously planned and efficiently worked. Whether by the cy-pres, or any other mysterious doctrine of the Law of Charitable Trusts, it "fulfils the founders' intentions," or not, it is unquestionably at the present time an useful and valuable institution; and I only wish that I were able to report upon the establishment of a similar benefit for the "poor maids" of the parish and neighbourhood.

Detailed report upon the Stationers' school. Creation by Court of Chancery.

(3.) *The Stationers' School* is another school of recent origin. It was founded in accordance with a scheme settled in 1858 by the Court of Chancery, whereby the Court directed certain charities to be managed by the Stationers' Company, and the profits therefrom to be applied in founding and maintaining a school in which the sons of the liverymen and freemen of the Company and others who should be admitted by them should be instructed in "the principles of the Christian religion; "reading; writing; arithmetic; land-surveying; book-keeping; geo- "graphy; drawing and designing; general English literature and com- "position; sacred and profane history; and such and so many other "branches of education as shall from time to time be in the judgment of "the company necessary to render the school of the most general use and "benefit, and as the state of the revenues will admit, and so as to give the "boys a sound, religious, moral, and liberal education." The charities which were thus applied by the Court had been left by four distinct donors at different periods between the years 1593 and 1652, for such purposes as loans and gifts to members and officers of the Stationers'

Foundation and founders' intentions.

Company; the support of a preacher at S. Paul's Cross; gifts to the poor of the parish of S. Faith; doles of money, Bibles, and the like.

The school stands in the celebrated Bolt Court, on the north side of Fleet Street, between Fetter Lane and Farringdon Street. The buildings are satisfactory, and they possess the advantage of a playground, which though a very small one, is an unusual prize in the City. The following points are noteworthy in the constitution and condition of the school. Situation of the school. Premises.

(i.) The school is in its basis a Church of England school, very similar in its religious constitution to the Whitechapel Foundation Commercial School, and like that Foundation having a liberal Conscience Clause. The master is a layman, and the school a day school, and no difficulties are found to arise in this matter. Constitution and condition of the school. Conscience Clause.

(ii.) The trustees are the master, wardens, and commonalty of the mystery or art of a stationer in the City of London. This school, therefore, differs from the two preceding foundations, inasmuch as its objects are not principally local, or its benefits intended for a parish, a district, or a county, but for a certain company or club of persons professing a particular business in a definite locality. The Stationers' Company is, as is well known, an educated and intelligent body of men, who in their capacity as trustees seem to manage the school with judgment and liberality. Trustees.

(iii.) The charity is intended mainly for the benefit of the company. But they have acted with the same wise liberality as the parishioners of S. Mary, Whitechapel, and have thrown open their school to outsiders. This was not done at first, the school being from its opening in 1861 to 1865 confined to members of the Stationers' Company; but the head master, in a report of July 1864, strongly recommended the widening of the area from which the material of the school was drawn, and the company adopted his recommendation. The fee for foundationers, *id est*, sons of members of the Stationers' Company, is only 6*s.* a quarter, or 1*l.* 4*s.* a year. That for non-members is 6*l.* per annum. There is also a payment of 1*l.* per annum for stationery and drawing materials. It may be questioned whether the fee for foundationers is not too small, particularly when it is recollected that the Company has under the scheme power to remit or lower the fees to any boy "on the ground of poverty." But there is no doubt that the principle upon which the system of fees is based is the correct one to adopt in the case of any privileged company or locality; namely, to throw open the use of the school to outsiders, while maintaining the local or special claims of the original beneficiaries, by reducing to them the admission fees. The cost of the school may be stated thus:—There were, at the time of my visit to the school, 65 boys on the books,* of whom 30 were foundationers, and 35 non-foundationers; and this is, I believe, the average number. The expenditure from the endowment in 1864 was about 592*l.* 3*s.* The receipts from pupils amount to about 311*l.* Thus the cost of education in this school was about 14*l.* 10*s.* 3*d.* per head. This might be stated as follows:— School open to foreigners. Fees. Cost of education in the school.

For a Foundationer.

		£	s.	d.
Public (from endowment or contribution)		12	6	3
Private { School fees	1 4 0	2	4	0
Private { Books, &c.	1 0 0			
Total cost per annum		£14	10	3

* The number has subsequently risen to 150.

For a Non-Foundationer.

Public (as before)			7 10 3
Private	School fees	6 0 0	7 0 0
	Books, &c	1 0 0	
Total cost per annum			£14 10 3

This is for 43 weeks in the year at 30 hours per week (or 1,290 hours per annum) instruction in classics, mathematics, modern languages, drawing, and English, and it will be seen by reference to page 34 that the time given to instruction during the year is beyond the average of most London grammar schools. The hours of schooling are from 9 to 3, with a brief interval in the middle, except on Wednesday and Saturday, when the school is closed at 1·30 p.m.

School hours.

The school is a day-school.

(iv.) This school is also strictly a day-school. It is intended as the governors say in their circular "to furnish at as small a charge as "possible a liberal and useful education for the sons of liverymen and "freemen of the company and also to other scholars admitted under "the sanction of the Court of Assistants without the necessity of "removing them from the care and control of their parents." The class of scholars attending is that of the second grade; but their parents, those at any rate of the non-foundationers, are probably in better circumstances than those of S. Mary, Whitechapel. The average distance from which the boys in this school come to school every day has been mentioned at page 15, and is a proof of the value which is attached to the education given in the school.

Proof of the value attached to the education in this school.

Curriculum.

(v.) The curriculum has just been described. The main difference between it and that of S. Mary, Whitechapel, is that more classics are studied and that drawing is taught to every boy in the school. In this school Greek is not altogether dropped as at S. Clement Danes. It may be learned, though it is not compulsory. At the time of my visit there were three boys learning it. The classification, however, is mainly by Latin, though promotions and place in the school are also affected by modern languages and mathematics. But these subjects occupy an inferior position. The number of lessons given in Latin is twice as great as the number given in French, and four times as great as those in mathematics. There are as many lessons in drawing as in French. As a set-off against this, however, it must be remarked that the French is taught on a good system, indeed on what seems to me to be the best possible short of sending boys abroad. The head master has travelled and resided much abroad, and is thoroughly competent to teach the language as a grammatical study, and he takes a part in teaching it He is, however, assisted by an assistant French master, whose work he reviews, and who assists in the composition and in the more idiomatic parts of instruction. On this question see page 156. On the whole the curriculum is satisfactory and well worked, and the only doubt I feel in respect to it is whether it is not a little too wide for boys of this age. The same doubt has, I observe, struck the examiner of the school, who is one of the Professors of King's College. It is also worth remarking that whereas the scheme for S. Mary, Whitechapel, does prescribe Latin and puts it before the other languages in order, the scheme for this school does not prescribe Latin or Greek at all by name, so that we must suppose that this enlargement of the curriculum is made in accordance with the wishes of the trustees.

Classification.

Staff.

(vi.) There were 56 boys present in the school on the day of my visit. They were divided into two main divisions, the upper one being principally under the charge of the head master, the lower under that of the English and Commercial master. The head master is a graduate of Edinburgh University, and was, previously to his appointment here,

assistant in one of the Jewish schools in London. He is a good teacher, has given much attention to the subject of secondary education, and has published many useful school books suited to such a curriculum. The assistant-master was trained at Battersea and is certificated. I have remarked elsewhere on this question of employment of certificated masters in London middle schools. Although I find a great difference of opinion among head masters on this subject there are very many grammar schools in London in which trained and certificated teachers are employed as assistants, and the town swarms with them in the capacity of private teachers of middle scholars of the third grade. There are also visiting masters for French, German, and drawing, but the two former of these subjects are undertaken by the head master as well. On the whole the school has a good staff which has been judiciously selected and works well.

Employment of certificated masters.

(vii.) The payment of the assistant and visiting masters is fixed, but that of the head-master is, as at S. Mary, Whitechapel, partly determined by the number of scholars attending. He receives 200*l.* a year from the endowment and half the capitation fees, and the good effect of this is seen in his efforts to get the school thrown open to a wider area, and to push it into notice. The school appears to be rising in numbers, and to doubt the mastership will before long increase in value.

Salaries of masters.

(viii.) The provision made for examination is better than that in many London grammar schools. The examiners, two in number, are appointed by the governors, who in the case of this school are sufficiently intelligent to perform this duty. The examiners attend at the school during three whole days, and conduct their examination in person, and the rigid but most salutary rule adopted by the College of Preceptors, that no master enters the schoolroom during the course of the examination, is here carried out. The Report of the examiners on the results of examination for last year, which was shown to me, was very favourable. The school also prepares, though not largely, for the College of Preceptors and the Oxford Local Examination. My own examination of the school led me to the conclusion that the school is carefully and intelligently taught with satisfactory results.

Examinations.

On the whole the school is evidently an useful institution, doing a valuable service to an intelligent body of the citizens, who, however do not manage it exclusively for their own advantage, but endeavour to make it also generally beneficial.

General conclusion.

APPENDIX IV.—ON CERTAIN EDUCATIONAL FOUNDATIONS WHICH HAVE CEASED TO EXIST AS SCHOOLS.

(i.) The Hospital at Croydon was founded by John Whitgift, archbishop of Canterbury, who by virtue of Letters Patent of Queen Elizabeth, 1595, and also of an Act of Parliament, 1596, founded by his charter, in 1598, a hospital for the sustentation and relief of poor people, to be called "The Hospital of the Holy Trinity." The founder made statutes for the regulation of the warden and poor of the Hospital, in which he ordained (*inter alia*) that the hospital should consist of at least 30, but not more than 40 brethren and sisters, of which number of brethren one should teach "a common school" in Croydon, in the school-house there built by him; that the poor brother appointed to be schoolmaster should be a person well qualified for that function, that is to say, an honest man learned in the Greek and Latin Tongues, a good versifier in both of the aforesaid languages, and able to write well (if possible, it may be); that he should "freely teach such of the children "of the parish of Croydon without exacting anything for their teaching

Detailed account of the grammar school of Whitgift's Hospital at Croydon. Foundation and founder's intentions.

" as are of the poorer sort, such as shall be so accounted by the " vicar or curate of Croydon and two of the better sort of the " inhabitants of Croydon. But yet it shall be lawful to and for the said " schoolmaster to receive that which is voluntarily bestowed on him by " any of the said poorer sort of parishioners, and for the children of " such as be of the better sort of the parishioners of Croydon." And if the schoolmaster exacted too much for their teaching or refused to teach them, the same was to be ordered or moderated by the Archbishop of Canterbury for the time being, who was to be patron, governor, and visitor of the hospital, and to visit it every third year, whether there seemed to be occasion thereof or not.

The school was to be a " common school."

It is clear that the founder here intended to create a school in which the middle and labouring classes should be taught together; it is, in fact, an instance of a common school founded for both classes, comprising within itself the germs of both the modern primary and the modern secondary schools. The school, for some time, performed the work for which it was intended; it educated the sons of the inhabitants of Croydon of both classes. But, at last, owing to well-known social and other changes, this became impossible. A system of modern education arose, and as the schoolmaster insisted on teaching Latin and Greek, and little else, to all children who came there, and also charged highly for books, the number of scholars decreased to zero, at which figure it has stood, as I was informed, since about 1830. The last master, who was, if I am rightly informed, appointed about 1832, and who died last year, found no pupils attending when he came to the school, and never had any at all during the thirty odd years that he was master.

Decay of the school.

Simultaneously with increase in the value of the charity.

All this time the property of the hospital increased, so that the "poor" brethren were getting over 60*l.* a year; and, as the income still increased till it became intolerably great, a scheme was at length, in 1856, settled by the court of Chancery, which, after regulating the appointment and qualification of governors and other officers of the charity, the appointment of members of the hospital, the management of the charity, and the application of surplus income to education, provides that there be two schools, of which "one should be a com- " mercial or middle school, suited to the educational requirements " of the sons of respectable tradesmen, professional men, and gentle- " men of humble means; and the other a poor school of the class " now ordinarily established by the National Society, and suited to " the sons of the humble or working classes." The scheme is, as regards the provisions for a secondary school, similar in some respects to that for S. Mary, Whitechapel, Foundation School (than which it is two years later in date), and that for the Stationers' School (than which it is two years earlier in date); but it is less liberally and judiciously drawn. More, however, will be said of Chancery schemes on page 182. Girls are excluded both from the primary and secondary schools, of which, however, only the former, or the school for the "humbler classes," as the scheme absurdly terms them, is yet in existence. This primary school has been open about seven years, and is held in excellent buildings. It is attended by about 190 boys, taught by two certificated masters and two ex-pupil teachers, and is inspected by a Government inspector of schools. But the secondary school is not yet built, and, therefore the grammar school part of this foundation is still in that abeyance under which it has now lain for the best part of half a century. The old schoolroom stands vacant, and is let to a private schoolmaster, who taught in it for a short time, but has now removed to better premises, and sublets the building to any person who has a temporary job of carpentering, or an entertainment to give. The governors, in March 1865, put forth a statement, in which they explained that the

Scheme of Court of Chancery 1856.

Not yet carried into full effect.

Premises.

part of the scheme relating to the middle school could not yet be carried out for financial reasons. Of this question they and their legal advisers must be better judges than I. There is evidently a great want in the town of middle education of both the second and third grades; for, though in this, as in most places where the old grammar school has decayed or become unsuited to the wants of the people, a large growth of private boarding and day schools has sprung up, there are very many persons who desire something different from the instruction and general management provided in those schools. Indeed the master of the primary school informed me that he had had a request made to him by many persons to form a class for secondary education at that school. The secondary education of the first grade, and a good deal of the second grade, is supplied by schools in London (see page 14).

Want of middle education in Croydon.

Whatever may be the present financial position of the Hospital its revenues will be, as I am informed, before long largely increased, as it owns much land around Croydon, the value of which is rapidly rising. Indeed, as one of the inhabitants expressed it in conversation with me, the institution "will, in a certain time, be too rich." When these events occur the provisions of the scheme made 10 years ago will be carried out. At present, however, the founder's intentions in regard to the middle classes of Croydon are not fulfilled.

Prospect of considerable increase of revenue.

(2.) The grammar school of Camberwell is also in abeyance. This school was founded in the year 1615, under letters patent of King James I., by the then vicar of Camberwell, the Rev. Edward Wilson, for the better education, sustenance, and instruction in grammar of children and youths of the parish of Camberwell. The school was to have one master, and the founder was himself to be the first master. The official governors of the school were to be the founder in two capacities, viz. (1), as vicar of Camberwell, (2); as master of the school; the rectors of S. Olave's Southwark, Lambeth, and Newington; the vicar of Carshalton; the churchwarden of Camberwell; and the patron of the living of Camberwell; and their successors in these several offices *in perpetuum*. There were also to be certain non-official or lay governors, with whom the office of governor was to be hereditary. The founder was during his life to have the power of making statutes for the ordering of the school, and of removing the schoolmaster from his office for a reasonable cause; after his death these powers were to vest in the governors. In accordance with these provisions of the letter patent, the founder made certain statutes for the ordering of the school, in which he provided that the schoolmaster should be a master of arts and approved for good facility in teaching; and that he should be *chosen out of the founder's kindred*, if such an one could be found. There were several other mischievous limitations under this head. On the other hand there are some regulations which were more sensible. Thus the master was "not to hold his place but upon desert; if the governors find him "careful and diligent then to continue; if otherwise, then to depart "willingly upon six months' warning, and give place to a new election "without troubling the governors by appeal or otherwise." He was to give a bond on admittance to observe these statutes. The scholars were to be unlimited in number, and the son of every eldest warden during his last or latter year of office and 12 other scholars, sons of such poor inhabitants of the parish as were "not in the King's subsidy book," were to be taught free of charge. Other scholars, whether of the parish or foreigners, were to be charged such fees as the governors might think reasonable. No son of a parishioner should be refused admittance, if at time of admission he were able to pass an admission examination, *i.e.* were able to read English well, to write a legible hand, and were entered or fit to be entered into the accidence or grammar at the least. On

(2.) Detailed report on Camberwell Grammar School.

Foundation and founder's intentions.

bringing a boy to the school the parents or guardians were to hear a charge read to them by which *inter alia*, they were required to promise to call upon their son for *repetition of what he had learned in school.* The scholars were to be divided into forms according to their capacities, and the best scholar was to help the master in teaching the younger children. Any scholar absent a week after the holidays was to pay a fee of entrance towards the support of the library, on pain of non-admission. Quarterly visitations by the governors, and at least one annual examination of the scholars in the subjects they had been reading, were to take place, and "no breakfast or dinner was to be provided for the examiners" at these examinations. Children residing in Camberwell were to go home to their dinners; all others were to bring their dinners with them; and "all whitlers and engravers of names were to be extremely punished." These statutes which are in many points quaint, and in one or two only well devised, are on the whole quite unsuited to the requirements of a modern grammar school, and such an one could not be worked under them. The school, however, continued under no better regulations till the year 1841, when an information was filed in Chancery against the governors and master with reference to the past and future management of the property, and its revenue. A decree made upon hearing of this information directed a master in chancery to inquire what retiring allowance should be made to the schoolmaster, to report on the present condition of the charity, to frame a scheme for its future management, to inquire who were the heirs of the lay-governors named in the letters patent, and to decide whether it would be for the benefit of the charity to alter any of the existing statutes. The master's report gives a full account of the history of the charity up to that date, provides a retiring allowance of 35*l.* per annum for the schoolmaster, frames a scheme for the future management of the charity, declares that the heirs of the lay-governors cannot be found, and decides that it is not desirable to alter any of the existing statutes otherwise than as they are affected by the scheme which he proposes. The scheme requires the school buildings to be pulled down, and the land (which formerly amounted to seven acres, but had been diminished by sales on the part of former governors) *to be let in building plots* with the exception of one acre which was to be reserved for building a new school-house for at least 40 boys, and a residence for a master, teacher, *and eight boarders.* In compliance with the provisions of this scheme the school has ceased to have an actual existence. The retiring allowance was paid to the schoolmaster up to the time of his death, which happened in 1848. The buildings were pulled down; the materials, together with the trees on the estate were sold; and part of the school land was conveyed to the parish for a long term of years, as directed by the scheme. In one respect, however, *the directions of the scheme were not carried out.* The master ordered that such portion of the charity land as was not conveyed to the parish nor reserved for the future school, should be let on building leases *in plots;* whereas the governors on the contrary determined only to let it *entire;* the result of which departure from the order was that no eligible offer was made, and the land remained until 1863 comparatively valueless, being temporarily let for grazing purposes to a butcher for the small annual rental of 17*l.* 10*s.* Even now, if I am not misinformed, the order of the Court of Chancery has not been carried out, the governors (the three churchwardens) having with the sanction of the Charity Commissioners let the *whole* land upon building lease at a peppercorn rent for the first year, which has not yet (July 1866) expired, 110*l.* for the second year, and at (what is said to be) the inadequate rent of 220*l.* per annum for the remainder of the term of 99 years. The ground is

History of the school.

Scheme of the Court of Chancery.

The directions of the scheme were not properly carried out.

being fast covered with houses, as the lessee is now doing what the governors were ordered to do in 1845, reletting the land in plots; and I am given to understand that he is in hopes of getting between 600*l.* and 700*l.* a year in rent. The result of all this Chancery management of the case has been, that the school has ceased to exist for about a quarter of a century, that the property has not in the meantime recovered itself, and is not yet sufficient to maintain a good school, and that all the educational defects of the founders' statutes remain untouched and unremedied. These defects are mainly the following: (1.) The non-residence of the official governors, and the non-existence of any lay-governors. The Court of Chancery declined to appoint any new lay-governors. (2.) The master being *ex officio* one of the governors. (3.) The limitation of mastership to founder's kin where such can be found. I am told that there is a person of the founder's kin waiting to come forward and claim the mastership as soon as the school is revived. He is a son of the late head-master, and the mastership of the school has been in the hands of his family, with one interval, ever since 1700. (4.) The old-fashioned nature of the curriculum which bases the main part of the teaching on certain designated books. The fact is that this is only one of the many cases which have come under my notice which show how impossible it is for an ordinary English Law Court to deal satisfactorily with educational endowments. For the management of the property of these charities a Law Court may well provide. But for the purely *educational* part of these questions, the arrangement of fees, of curriculum, school-hours, appointment and qualifications of schoolmaster, duties of governors and the like, the administration of a Board which makes instruction its special province seems to be urgently required. Of this matter, however, I have spoken further at page 179. In the present case the Court of Chancery did not even provide for the carrying out of its own orders. The charity was evidently entirely mismanaged from the date of the final order in 1845 until 1863; the letting of the land to a butcher in the parish by the advice of the surveyor to the governors at the rent of 17*l.* 10*s.* per annum being, as I am told, a mere job. In March 1864, certain parishioners made an application, through their solicitor, to the Charity Commissioners praying that the funds of the charity might be paid over to the Official Trustees of Charitable Funds, that eight lay-governors might be appointed, that a scheme might be framed for the ordering of the system of education to be pursued in the school, and that the erection of school buildings might be speedily commenced. In consequence of this application the Charity Commissioners have since December 1865 appointed eight lay-governors of the school, all of whom, with one exception, are members of the Camberwell vestry as elected under the Metropolis Local Government Act. The Commissioners in their order appointing the governors, (which is dated April 10th 1866,) state that the charity property, other than the school-lands, consists of 1,160*l.* 18*s.* 2*d.* consols standing to the account of the Official Trustees of Charitable Funds in trust for the charity. Owing to the first year of the peppercorn rent of the land not having yet expired, nothing is now received in behalf of the charity, except the dividends upon that sum which are from time to time invested. The Charity Commissioners have not yet sanctioned any scheme for the system of education to be pursued in the school, nor has any been submitted to them on behalf of the governors. Money must first be raised for building the school, and that work must be carried out. On this subject, however, a gentleman resident in Camberwell and who has had much experience in this and similar cases, and to whom I am indebted for much valuable information, writes thus to me:—"I am

Defects in the founders' ordinances are not yet remedied.

" disposed to think that the most beneficial scheme would be to add to " the classical education contemplated by the founder a liberal commer- " cial education. I should say that both are much wanted in Camber- " well amongst the middle-class, and neither exist there except in " several very good private establishments which we have in our neigh- " bourhood ; of course not forgetting Dulwich College, which might I " think be made of much greater benefit to us. And if the S. Saviour's* " and S. Olave's Grammar Schools in Southwark could be thrown open, " they would be quite as available to the inhabitants of Camberwell as " Dulwich College ; and the same with some of the City schools if they " were less exclusive. But the best thing of all would be to make us " self-supporting educationally by diverting the eleemosynary charities " of the place to the purposes of education, and with that object I have " submitted an application to the Charity Commissioners. So far as " I know they have not yet taken any steps in the matter. To effect " all the objects required an Act of Parliament might possibly be neces- " sary, and a portion of the funds of the general charities could be well " applied for such a purpose; but the grammar school could not alone " afford to pay for one, at least for many years to come, and the Green " Coat School does not require one. But with reference to the grammar " school, I thought it possible the Commissioners themselves might tack " it on to their annual bill for confirming schemes, at a very trifling " expense ; and I have so suggested to them."

The following are the statement and proposal to which the letter refers :—

IN THE MATTER OF THE CHARITY ESTATES OF THE PARISH OF CAMBERWELL, IN THE COUNTY OF SURREY.

STATEMENT AND PROPOSAL.

By a local Act of Parliament for regulating the affairs of the parish of S. Giles, Camberwell Wm(3rd . 4th, cap. 33), the charities of this parish (other than the educational charities) are directed to be thereafter applied, according to certain provisions contained therein, and which are comprised in sections 52 to 64 (both inclusive) of such Act. The particulars of the original trusts of all these charities are set forth in the report of the Commissioners for inquiring into charities.

By the above mentioned Act, 10 trustees are to be chosen by the inhabitants of the parish in vestry assembled, and these trustees when chosen, and their successors, are to be a corporation, in whom the charity estates and all monies in the stocks, or funds held in trust for the parish, are to be vested. The vacancies in the trusteeship are to be filled up and the trustees removable in like manner (by the inhabitants in vestry), and the charity estates are from time to time to be let on lease, also with the approval of the inhabitants of the parish in vestry assembled.

By the 64th sec. of the Act, it is provided that 15 persons shall annually be elected by the inhabitants in vestry, as a committee for distributing the income of the said charity estates for each year; and such committee, or any five of them in the manner most consistent with the trusts to which the rents and dividends of such estates shall be respectively liable, are to direct and regulate the mode of distributing, and the manner and time in and at which the same shall be paid, and the class of persons amongst whom they shall be distributed.

The trustees of these charity estates, and also the committee of distributors, are all now elected by the general vestry of the parish, appointed under the Metropolis Local Government Act, and their entire management and the distribution of the income thereof are now exercised by that body or members chosen from it; and that neither the appointment of the trustees nor the committee of distributors, nor the proposals for letting the charity estates, nor the mode of distribution of the charity funds, are made with the approval and sanction of the Charity Commissioners.

* It will be seen that S. Saviour's Grammar School is open already. S. Olave's, however, is not.

The whole income of these charities is distributed annually at Christmas in money doles or other eleemosynary charity, and after each distribution complaints are heard of the misapplication of the funds, and it is conceived that these would be applied with greater benefit and with more satisfaction to the parishioners if administered in education or medical relief, and by a body of trustees independent of the vestry. It is also considered that the charity estates would be let more advantageously, and an increased rental produced, if each proposal for letting were submitted to the Charity Commissioners and notice given of it.

It is submitted that under the provisions of the Charity Commissioners' Jurisdiction Act (25 & 26 Vict. cap. 112), without any alteration in the Act of Parliament under which these charities are administered, the appointment and removal of the trustees, the letting of the charity property, the appointment of the committee of distributors, and the mode of distributing the charity funds, should all be made with the previous sanction of the Charity Commissioners.

It is therefore proposed that an inquiry may be directed by the Commissioners into the existing scheme for managing the charity estates, and the particulars of the charity property, and the application of the income thereof, and whether the vestry appointed under the Metropolis Local Government Act are legally entitled to appoint the trustees and committee of distributors, and if the Commissioners should be of opinion that they have jurisdiction over these charities, under the 25 & 26 Vict. cap. 112, then that an order may be made, vesting the charity estates in the official trustees of charity lands, and any stocks or funds belonging to the said charities in the official trustees of charitable funds.

That a scheme may be settled for the future appointment of trustees, and for letting the charity estates, and administering and distributing the funds thereof, and that the same or such part thereof as the Commissioners consider may be properly so may be applied to educational purposes or medical relief within the parish of Camberwell; or, if the Commissioners should be of opinion that these purposes cannot be carried out without the authority of Parliament, then that an Act of Parliament may be prepared and settled for effecting these objects, and that the existing educational charities of the parish, viz., the Free Grammar School and the Green Coat School may be included in it.

At any rate it is clear that Camberwell Grammar School does not at present fulfil the founder's intentions.

School of S. Lawrence, Jewry. Foundation and founder's intention.

(3.) The school of S. Lawrence, Jewry, is also no longer in existence. It was founded by Elizabeth Smith, who in 1693 left certain tenements in London to be assigned to trustees, upon trust that they should, after paying certain expenses designated, apply part of the overplus of the rents and profits for the teaching at some creditable Latin school or writing school, or either of them, or part at one and part at another, of six boys, children of the poorest inhabitants of S. Lawrence, Jewry, at the rate of 40*s.* per annum a piece for each boy, for the respective time of his schooling, not exceeding six years in the whole for any one boy, but within that time each boy to continue wholly to go to the Latin school, or to be removed to writing and arithmetic at such time as his parent should think fit. The boys and the schools were to be chosen, and all differences concerning the premises were to be ruled and directed by the vestry of S. Lawrence, Jewry.

Scheme of Chancery. School abolished and charity converted into exhibitions tenable at larger schools.

The charity is now regulated by a scheme of the Court of Chancery, settled in 1835 and amended in 1848, which dispenses with master and school buildings, and divides the proceeds of the charity into 12 exhibitions, each not to exceed 20*l.* annual value. The exhibitions are tenable at King's College School, London University School, or the City of London School, at the option of the exhibitioner's parent. The exhibitioners are elected by the vestries of S. Lawrence, Jewry, and S. Mary Magdelene, Milk Street, in the proportion of two by S. Lawrence for every one by S. Mary. The scheme further provides for an increase

in the number of the exhibitions by the vestries of the two parishes, according to the state of the funds of the charity. In 1865 the income for the last six years had averaged 290*l.* 13*s.* 9*d.*, but the annual expenditure had been only 160*l.*

APPENDIX V.—CHRIST'S HOSPITAL.

Detailed report upon Christ's Hospital. Foundation, and founder's intentions.

Christ's Hospital originated in the voluntary contributions of charitable persons, about the year 1550, for the purpose of adapting some of the buildings of the Grey Friars' house, (which in 1547 was granted by Henry VIII. to the Corporation of London,) to the reception of fatherless, motherless, and helpless children. The Hospital seems to have been open in 1552, when about 300 children were received into it, and 100 others put out to nurse in the country: and it received a Royal Charter from King Edward VI. in the last year of his reign, 1553, the date from which its foundation is generally reckoned. For several reasons it will be unnecessary for me to dwell in detail upon the origin and subsequent history of this foundation. An authentic account of the history of the establishment will be found in the report of the former Commissioners of Inquiry. I am moreover informed that the present Commissioners to whom I have the honour to report, have themselves conducted an inquiry into the Institution, and received evidence from its principal officers. Very complete and carefully prepared returns have also been furnished by the governors, masters, and other officers of the Institution, in answer to the demand of the Commissioners' secretary, and, lastly, the president, H.R.H. the Duke of Cambridge, has given evidence before the Commissioners. From these, and other well-known public sources, the Commissioners will have received all necessary information regarding the condition and management of the Hospital up to the present time. So that it will not be necessary for me to do more than report upon the results of my visit to the Hospital in February, March, and April 1866. My work is here again narrowed from the proportions which it might have assumed by the publication of a report by one of the Inspectors of Charities which I had the good fortune to see before paying my visit to the Hospital. This is a report submitted to the Board of Charity Commissioners by Mr. Hare, one of their Inspectors; who, in pursuance of a minute of the Board, of Aug. 29th, 1863, inquired into "The foundation, endowment, and objects of Christ's Hospital, otherwise called the Blue Coat school, in the City of London; and whether any or what improvements might be made in the management thereof." The report is dated, Feb. 12th, 1864, and is published along with other matters, in a return to an order of the House of Commons, dated June 19th, 1865, and printed by order of the House. In this report Mr. Hare gives an account of the foundation and endowment of the Hospital, and their objects, both before and after the establishment of the Poor Law, and the London Workhouse; the gradual change in the class of children admitted, and the transfer by that change of the benefits of the Hospital from the lowest to the middle classes; from the "Destitute and miserable," to the professional and commercial; the consequent rejection of infants from the Hospital, the restriction of the age of admission, which had originally ranged between 2 weeks and 13 years old, to the time between seven and 10 years of age; and the gradual and now almost entire, exclusion of girls from the benefits of the hospital. He describes the growth and recent increase of the value of the hospital property, and the present sytsem of administering it; the constitution of the general court of governors, and of their executive committee called the "Committee of Almoners:" and the method of governing and

Mr. Hare's report.

Changes in the condition of the hospital.

administering the establishments at Hertford and in London. Mr. Hare also gives the details of the gross income of the Hospital from all sources which he estimates at 69,473*l.* per annum. Of this sum 64,473*l.* may be reckoned as the produce of endowment; and about 5,000*l.* per annum as the produce of occasional fluctuating resources. Of these fluctuating resources the chief are legacies, and the gifts of donation governors (the governorship of the Hospital being, as is well known, purchaseable by any "gentleman" for the sum of 500*l.*) The total income of the hospital thus reaches 69,473*l.* or nearly 70,000*l.* per annum; but not all this sum is net income applicable to the purpose of the establishments in Hertford and Newgate Street. A portion of this income is only held by the governors in trust to be applied to certain other specific charities, such as pensions to aged and blind persons, to widows, soldiers, and the like. This sum Mr. Hare calculates at 7,796*l.* per annum. The necessary expenses in the management and repair of estates, insurance, solicitors' and receivers' fees, and the like, he estimates at 7,635*l.* per annum. Thus there is left as *net income applicable to the purpose of the establishments in Hertford and Newgate Street, the sum of* 54,932*l* Mr. Hare gives an analysis, on pages 38–42 of his report, of the expenditure of this income: and his whole statement of the revenue of the charity may be thus summarised. Income and expenditure of the hospital.

Annual Income.		Annual Expenditure.	
Endowment - -	£64,473	Trust money, necessarily applicable to specific objects other than the original charity -	£7,796
Legacies, Donations, &c., (fluctuating.)	5,000	Management of estates, insurance, Solicitor, &c., -	7,635
		Expended on the Hospital -	49,010
		Leaving an annual balance of (about) - - -	5,032
Total gross income -	£69,473	Total	£69,473

This balance it will be seen consists of 32*l.* excess of net income from endowment, over net expenditure + 5,000*l.* the amount of the fluctuating income: and it has been of late expended thus. The legacies amounting to nearly 1,000*l.*, have been funded, so as to increase the permanent annual income; and the remaining sum of 4,000*l.* has been carried to the current account, there having been of late great and exceptional expenses, in effecting improvements of estates which are not yet remunerative; so that in fact the net income of the Hospital may be considered thus:

From endowment - - -	£49,042
From donations, legacies, &c. -	5,000

Total income applicable to the Hospital £54,042 per annun, of which about 49,010*l.* are annually expended on the Hospital.

This sum of about 49,000*l.* is, as is well known, expended on the support of two great establishments for the clothing, maintenance, education, and setting forth, by scholarships and apprenticeships, of children. One of these establishments is preparatory to the other. It is situated in the town of Hertford, twenty-two miles from London, and is accessible by two railways, the Great Eastern from Bishopgate Street, and the Great Northern from Ludgate Hill. The other is situated in the City, between Giltspur Street, Smithfield, S. Bartholomew's Hospital, Little Britain, King Edward Street, and Newgate Street; its frontage being towards Newgate Street, between the churches of Christ Church and

S. Sepulchre. The two establishments, though separate in locality, are under the same management; and may be for the present considered together. The number of children clothed, maintained, and educated in them was, according to Mr. Hare, on the average of the six years from 1857 to 1862, 1108. Thus the cost of the clothing, maintenance, and education of each child in this institution, according to the above calculation, is (49,000*l.* ÷ 1,108=) 44*l.* 4*s.* 5½*d.* per annum. This calculation, it must be observed, is based upon the non-consideration of the expenditure (7,635*l.*) for the management of estates, insurance, &c., or of the recent investments (5,032*l.*) in funds and improvements of estates. If we add, as it seems we ought, these sums to the amount of income received for the purposes of the Hospital, they will make an aggregate of (7,635*l.* + 49,010*l.* + 5,032*l.*=) 61,677*l.* per annum. Then the cost of clothing, education, and maintenance of each child, and the setting forth of some of them, is (61,677*l.* ÷1108=) 55*l.* 13*s.* 3½*d.* All entirely from a public source; the child, from the time of admission to the Hospital, being altogether taken off the hands of its parents or next friends. In reference to this calculation of the cost per head of the benefits conferred by the Hospital, Mr. Hare speaks thus:—

"The accounts of the Hospital printed annually state the average "expenditure for each child, including in the aggregate calculation all "the expenses of management, as well as the general disbursements; "but excluding the apprenticeship and exhibition fund, the sea-wages, "and all the expenditure on the estates, and the insurance of property. "The result is:

	£	s.	d.
1857, 1139 children	40	10	7½
1858, 1117 „	41	13	4
1859, 1108 „	40	12	0
1860, 1100 „	41	3	2½
1861, 1077 „	43	4	10½
1862, 1108 „	41	2	6

"In this report I have endeavoured to separate, so far as possible, the "sums which may be considered as actually expended on the children "from those attributable to the fact that the governors are a great "proprietary body, with a corresponding establishment. The sums "thus especially employed in the charitable objects of the institution "appear to me to be

	£	s.	d.
Domestic superintendence and service per child per annum	5	2	7
Medical charge „ „	1	1	6
Educational staff and expenses „ „	9	4	7
Provisions and stores „ „	8	14	7
Clothes „ „	5	0	8
Washing „ „	1	9	4
Water, light, and fuel „ „	1	10	0
Total	£32	3	3

"This estimate will of course be greatly increased, if there be "added to it, as may fairly be done, the annual expenditure in "and about the wards and schools, and other parts of the Hos-"pital in London and Hertford: the rates and insurance on those "buildings, and the incidental expenses, a portion (say a moiety) "of the expenses of the chief office with the allowance of a rent "for the buildings in London and Hertford occupied by the insti-"tution, the cost of which cannot be stated at less than 200,000*l.*, "allowing nothing for the original site. Taking 4 per cent. per annum "on this sum, together with the pensions to the retired officers and

"servants, which are also treated in the accounts as charges incurred "for the benefit of the children, the various additions make up a further "sum of nearly 14*l.* per child. The amount paid in apprenticeships, "in sea-wages, and in exhibitions, is applied for the use of sectional "portions of the school only. Spread over the whole, it would amount "to 3*l.* per head, making up altogether an expenditure equivalent to "about 49*l.* per annum."

System of superintendence and education of children.

Mr. Hare further describes the government, discipline, and domestic superintendence of the children out of class, and the arrangement and mode of their education in class. As regards this last subject, he says :— "The system of education set forth in great detal in the Report of the "Commissioners of Inquiry (pages 269–278) has recently undergone con- "siderable modification in conformity with a recommendation of a "sub-committee of Almoners in 1856. The main purpose was to "lessen the time employed in some unnecessary species of instruction, "and to make the course of study more useful to the great mass of "boys who leave at 15 : and with this view the Governors put an "end to the labour bestowed on ornamental penmanship, and relieved "the classes below the two upper forms of the Lower Grammar School "from the study of Greek. From the upper of these two forms the boys "are passed into one of two separate schools, one of which is the classical "or upper grammar school, and the other the middle or commercial "school, to pursue either a classical or general education. The upper "school includes the Grecians, Deputy and Probationary Grecians, and "all boys on the two forms called the Great and Little Erasmus. "The middle school contains fifth and sixth forms, having the same "school rank as the Great and Little Erasmus, and in its course of "instruction combines with Latin the Scriptures, English dictation, "history, geography, and arithmetic, together with mathematics for a "certain number of the highest arithmetical class. The alterations "involved the appointment of additional masters for English, French, "drawing, and mathematics. One of the questions referred to the "same sub-committee was the expediency of permitting the parents "and guardians to determine into which of the two schools their sons "should pass ; and this option, which however reasonable, having regard "to the prospects of the child, might probably have disturbed the manage- "ment of the school, and the distribution of the work among the "masters, the sub-committee did not recommend to be given."

Changes made about the year 1856.

Is there a modern school at Christ's Hospital?

The impression which might naturally be derived from these words is, there is a regular and complete system of bifurcation pursued at Christ's Hospital; that the method adopted at Rugby and Marlborough of creating a modern school had been initiated here with this difference that, whereas at those schools the choice of parents determines whether the boys shall continue in the classical or pass into the modern school, that question is decided at Christ's Hospital by the authorities of the school. Such an impression would be erroneous. There is indeed a *bifurcation* at Christ's Hospital ; but there is no real *modern school.* Boys are *not,* in the words of Mr. Hare's report, "passed from the upper form of the lower grammar school into one of "two separate schools, one of which is the classical or upper grammar "school, and the other the English or middle school to pursne either "a classical or general education." In order to explain what is actually the system of bifurcation pursued, it will be necessary to enter into detail. I may begin by saying that there are now only 18 girls at Christ's Hospital. The part of the establishment devoted to them is at Hertford, and I shall dismiss that branch from consideration for the present to be dealt with in that portion of my report which treats of the question of girls' education.

Boys only considered for the present.

Classification and arrangement of the boys of Christ Hospital in School.

The basis of classification is by the Latin grammar.

Considering then for the present only the system on which the boys are taught, the classification and arrangement of them in school is as follows. The basis of all classification and instruction in Christ's Hospital is the grammar of the Latin tongue. Boys are placed when they arrive at the preparatory school at Hertford, according to their proficiency in the Latin grammar. If they have never learned any Latin grammar they are placed in the lowest form and commence it at once. Their place in the school is thenceforth entirely determined by proficiency in the Latin grammar until they reach the lowest form in the London school, where the study of Greek also is begun; and thenceforward this branch of the education becomes completely what is called "classical." And although, as I shall presently explain there are several other branches of study, this study of the Latin and Greek grammars and literature is the one upon proficiency in which all the boys are classified, on which their position in the school for all other subjects depends, and success or failure in which solely determines the age at which they shall be "superannuated," and discharged from the Hospital; that is to say, whether their education shall cease at the age of 15 or be continued further. The classification is in fact *uniform*, by Latin (or by Latin and Greek) and by all other subjects subordinately. Thus a boy who is in the highest form in Latin is *ipso facto* in the highest also in mathematics and in French. Besides the classics the subjects studied at the Hospital are the English elements and literature (including reading, writing, arithmetic, elementary and commercial, dictation, history, and geography; mathematics; the French grammar and literature; drawing and a very little vocal music. English grammar and analysis of sentences are not taught, a sufficient knowledge of the grammar and construction of the English language being supposed to be derived from the study of the grammar and construction of the Latin and Greek languages. Book-keeping is not included among the subjects of the commercial teaching. No instruction is given in German or in chemistry or any physical science. The religious instruction is given along with the grammar. The branches of study at Christ's Hospital may therefore be arranged thus :—

Other subjects taught.

Subjects not taught.

1. Latin; religious knowledge; Greek; and the classics.
2. English elements; and history, and geography.
3. Commercial arithmetic.
4. Mathematics.
5. French.
6. Drawing.
7. Vocal music.

Subjects taught at the preparatory school, at Hertford.

Of these subjects a portion only of the first two, viz.: (1.) Latin with religious knowledge (but not Greek), and (2) the English elements, *i.e.*, Reading, Writing, Dictation, and Arithmetic, (but not History and Geography,) are taught at the preparatory school at Hertford: the full curriculum not being attained by a boy until he reaches a certain stage of proficiency in classics in the London branch.

Government and control of the boys.

The government and control of the boys in Christ's Hospital is arranged upon a different system from that which is pursued in every other middle school in England with which I am acquainted.* In all other boarding schools which are included in the range of this

* It will be seen on reference to my report on the middle education in nine towns of Scotland, that Heriot's Hospital, Edinburgh, which was founded in imitation of Christ's Hospital, and Gordon's Hospital, Aberdeen, which was an imitation of Heriot's, though they resemble Christ's Hospital in many respects, have not followed the precedent of King Edward's foundation in this matter.

Inquiry, the teachers are, I believe, supreme over the boys at all times, whether in or out of school. At Christ's Hospital it is not so. The authority of the masters is limited to the hours during which the boys are under them in class. They have no control over them out of class. There are two distinct kinds of superintendence at Christ's Hospital. One is the *Tutorial*, viz. : that which is exercised, according to a system which shall be presently explained, by the masters in school. The other is the *Domestic* superintendence, viz. : that which is exercised over the boys at all times when they are not in class, and which belongs to a distinct official, called at Hertford the "Steward," and in London the "Warden :" and each of whom has a staff of Matrons, Nurses, and Beadles, under him, and is solely concerned with the discipline and management of the boys out of class. Dismissing for the present the consideration of the *Domestic Superintendence* I shall confine myself to the *Tutorial Superintendence* as exercised by the masters in class. Here, again, the system pursued in Christ's Hospital differs from that in every school in England with which I am acquainted. In all other schools there is a head master who has authority over the assistant masters, directs the books to be used, the hours to be given to the several subjects, and generally the routine and method of teaching throughout the school. The head-master often, as at Harrow and Rugby, appoints his own assistants, and confers frequently with them upon the present and future management of the school; while at Marlborough he not only does this, but he also examines the whole school at regular intervals, informs the masters at a formal meeting of his opinion of the results of such examination, and explains to them in what respects he desires improvement. At Christ's Hospital there is no head master. The system is entirely different, and is somewhat intricate. I have already mentioned that there are seven branches of study in the Hospital, but that two only of them are pursued at Hertford. To provide for the instruction of the boys at Hertford in these branches, there are two entirely separate schools, called respectively the grammar school, and the English school. The head master of each of these schools is independent of the other, neither of them being responsible to the other for his conduct of the school, but to the managing committee of the governors, which is called the Committee of Almoners, and which committee is represented practically, in all ordinary matters, by the Treasurer, who resides in London. Thus the head master of the grammar school at Hertford has no authority or control over the head master of the English school; and not only this—he does not even co-operate or confer with him. In fact he does not actually know what is being taught in the English school, as was proved to me on the occasion of my inspection of the Hertford branch, when I found that the head master of the grammar school was under the impression that geography was being taught in the English branch, whereas that subject has not for some time been taught at Hertford. The Commissioners will probably observe the same discrepancy between the evidence of the head-master of the grammar school at Hertford, and the returns furnished in answer to form E. for the English school. I only mention it here as an illustration of the statement that the two masters do not co-operate. To adopt the words used in the return from the masters of this branch, "the head master of the grammar school and the head master of the "reading and writing school are supreme in their respective schools, "to carry out the orders and regulations issued from time to time by "the Committee of Almoners." Moreover, the authority of these two masters over their respective assistants is much limited. Each does,

Two distinct kinds of superintendence. The Tutorial.

The Domestic.

No head master.

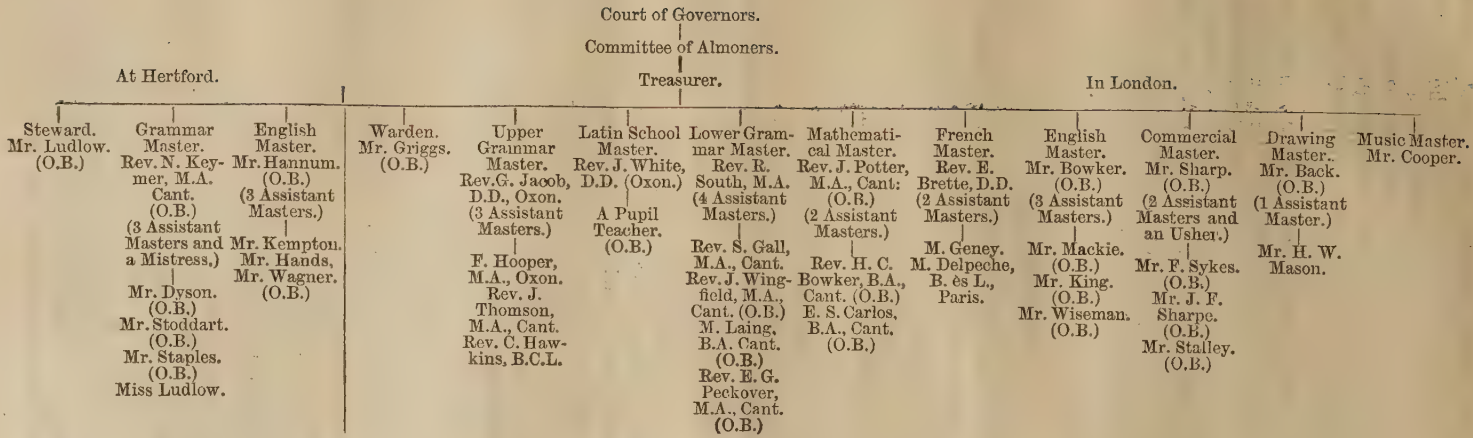
Two co-ordinate head-masters at Hertford.

indeed, exercise a certain influence, and in some slight respects control the subordinate classes of his school; but in all material points he has no authority. He cannot alter the arrangement of hours, or vary the number of subjects, or of lessons given in each subject. He cannot direct what text-books shall be used, or in any way alter the mode and system of teaching. He does not appoint or remove his own assistants; and indeed, he is in every way, even within the limits of his own school more a "*first master*" than a "*head master*." Out of his own school he is a private person; the steward having charge of the boys; and is as much at liberty as if he were in a day school. The same system is carried out to its full development in the London branch, where all the seven subjects are taught. For the purpose of teaching these seven subjects, there are no less than nine schools, the first master of each of which is entirely independent and owns no authority but that of the Committee of Almoners and their representative the Treasurer. The names of the nine schools are as follows:—1, Upper Grammar School; 2, Latin School; 3, Lower Grammar School; 4, Mathematical School; 5, French School; 6, English School; 7, Arithmetical and Commercial School; 8, Drawing School; 9, Music School. The master of each of these schools has over his subordinates no more claim to authority than that which has been described as residing in the two first masters at Hertford; and each of the masters of the above-mentioned schools is independent of the others. This principle of limitation of the masters' authority reaches its fullest development in the case of the classical department of the London establishment. It will be observed that that branch is broken up into three sub-divisions, called respectively the Upper Grammar School, the Latin School, and the Lower Grammar School. The master of each of these sub-divisions is entirely independent of the others; and thus the first master of the whole school, called sometimes the head master, but whose official title is "The Upper Grammar Master of Christ's Hospital," who teaches the senior boys in religious knowledge and the classics, has only authority over the first four forms in the classical department, viz.: the Grecians, Deputy Grecians, Great Erasmus, and Little Erasmus, who are in the Upper Grammar School. He has no authority whatever, not even the power of examining, in the forms of the Latin and Lower Grammar School. He never goes into those branches of the classical department. Were he to do so he might be requested to depart by their respective first masters; or at any rate his presence might be resented as an intrusion. Neither does he co-operate, or communicate in any way with the principal or the assistant masters in the Latin school and the lower grammar school. He has, in fact, no concern with them whatever. In his own branch of the classical department his authority is limited. He teaches, with the help of a special assistant, the first two forms called the Grecians and the Deputy Grecians; and examines *once a year* the two other forms called the Great and Little Erasmus, and makes a report on them to the Governors. But his control, even in his own branch, is confined to this yearly examination. He cannot, for example, require the master of the Great Erasmus to take the Grecians on a given day in order that he day give some instruction to his form. Nor can he order what books are to be used, even in his own class, without obtaining the sanction of the Committee of Almoners. His authority, in fact, is almost entirely limited to furnishing to the Grecians and Deputy Grecians certain definite instructions in classics. Over the boys out of class he has no more control than any other master; the Warden being then supreme over them as the Steward is at Hertford. There is no head master; the real head being the Treasurer, who is not one of the

And a steward.

Nine co-ordinate head-masters in the London branch.

Limited authority of the Upper Grammar Master.


Court of Governors.
Committee of Almoners.
Treasurer.
At Hertford.
In London.
Steward. Mr. Ludlow. (O.B.)
Grammar Master. Rev. N. Keymer, M.A. Cant. (O.B.) (3 Assistant Masters and a Mistress.) Mr. Dyson. (O.B.) Mr. Stoddart. (O.B.) Mr. Staples. (O.B.) Miss Ludlow.
English Master. Mr. Hannum. (O.B.) (3 Assistant Masters.) Mr. Kempton. Mr. Hands, Mr. Wagner. (O.B.)
Warden. Mr. Griggs. (O.B.)
Upper Grammar Master. Rev. G. Jacob, D.D., Oxon. (3 Assistant Masters.) F. Hooper, M.A., Oxon. Rev. J. Thomson, M.A., Cant. Rev. C. Hawkins, B.C.L.
Latin School Master. Rev. J. White, D.D. (Oxon.) A Pupil Teacher. (O.B.)
Lower Grammar Master. Rev. R. South, M.A. (4 Assistant Masters.) Rev. S. Gall, M.A., Cant. Rev. J. Wingfield, M.A., Cant. (O.B.) M. Laing, B.A. Cant. (O.B.) Rev. E. G. Peckover, M.A., Cant. (O.B.)
Mathematical Master. Rev. J. Potter, M.A., Cant. (O.B.) (2 Assistant Masters.) Rev. H. C. Bowker, B.A., Cant. (O.B.) E. S. Carlos, B.A., Cant. (O.B.)
French Master. Rev. E. Brette, D.D. (2 Assistant Masters.) M. Geney. M. Delpeche, B. ès L., Paris.
English Master. Mr. Bowker. (O.B.) (3 Assistant Masters.) Mr. Mackie. (O.B.) Mr. King. (O.B.) Mr. Wiseman. (O.B.)
Commercial Master. Mr. Sharp. (O.B.) (2 Assistant Masters and an Usher.) Mr. F. Sykes. (O.B.) Mr. J. F. Sharpe. (O.B.) Mr. Stalley. (O.B.)
Drawing Master. Mr. Back. (O.B.) (1 Assistant Master.) Mr. H. W. Mason.
Music Master. Mr. Cooper.

NOTE.—That in the above table the letters O.B. signify that the official after whose name they occur is an "Old Blue;" in other words, that he was formerly a pupil in Christ's Hospital.

masters. The scheme on the preceding page will show the division of authority in Christ's Hospital, and the names of the several officers at the time of my visit. As many of these officers as were formerly scholars of the hospital are marked O. B. (Old Blue.) It will be remarked that of the 27 there named, 17 were Old Blues, and 10 were Outsiders. It will also be seen that 16 out of the 27 are graduates of some University.

I have already stated that the basis of the classification at Christ's Hospital is Latin grammar and the classics. It remains to be seen on what system the time of the scholars is distributed between the different schools, so as to enable them to participate in all the branches of study. The following Table will show the order and names of the forms according to the grammar arrangement, and the number of boys in each form at the time of my visit :—

Order and names of forms at Hertford.

AT HERTFORD.

First Form (highest). Total 133. Rev. N. Keymer.

Division I. (67.)	Division II. (66.)

Second Form. Total 75. Mr. Dyson.

Division I. (89.)	Division II. (36.)

Third Form. Total 85. Messrs. Dyson and Stoddart.

Division I.	Division II.	
Section A. (21.)	Section A. (22.)	Mr. Dyson.
Section B. (20.)	Section B. (22.)	Mr. Stoddart.

Fourth Form. Total 65. Mr. Stoddart.

Division I. (32.)	Division II. (33.)

Fifth Form. Total 27. Mr. Staples.

Division I. (15.)	Division II. (12.)

Sixth Form. (Vacant.) Mr. Staples.

Division I. (Vacant.)	Division II. (Vacant.)

Seventh Form. (Vacant.) Miss Ludlow.

Division I. (Vacant.)	Division II. (Vacant.)

The Seventh, Sixth, and part of the Fifth forms were not filled up, owing to the arrival at the time of my visit of a number of new boys at Hertford, who had not been placed. (See page 491.)

In London.

Order and names of forms in London branch.

Upper Grammar School. Total 173.

I. Grecians — Total 20. — Dr. Jacob and Mr. Hooper.
- First Parting (6.)
- Second Parting (7.)
- Probationers (7.)

II. Deputy Grecians. — Total 36. — Dr. Jacob and Mr. Hooper.
- Division I. (20.)
- Division II. (16.)

III. Great Erasmus. — Total 45. — Rev. J. Thomson.
- Division I. (20.)
- Division II. (25.)

IV. Little Erasmus. — Total 72. — Rev. C. Hawkins.
- Division I. (35.)
- Division II. (37.)

Latin School. — Total 152. — Dr. White.

Division I. (84.)	Division II. (68.)
Section A. (28.)	Section A. (26.)
Section B. (28.)	Section B. (21.)
Section C. (28.)	Section C. (21)

Lower Grammar School. Total 549.

Third Form. Total 77. Rev. R. South.

Division I. (39.)	Division II. (38.)

Second Form. Total 164. Rev. S. Gall.		Second Form. Total 168. Mr. Wingfield.	
Division I. (41.)	Division II. (41.)	Division I. (42.)	Division II. (42.)
Section A. (21.)	Section A. (23.)	Section A. (23.)	Section A. (21.)
Section B. (20.)	Section B. (18.)	Section B. (19.)	Section B. (21.)

First Form. Total 73. Mr. Laing.		First Form. Total 67. Rev. E. G. Peckover.	
Division I. (42.)	Division II. (31.)	Division I. (36.)	Division II. (31.)
Section A. (21.)	Section A. (16.)	Section A. (14.)	Section A. (14.)
Section B. (21.)	Section B. (15.)	Section B. (22.)	Section B. (17.)

Thus it will be observed that there are for the purpose of grammatical instruction at Hertford seven forms, in London eight forms, of which last the two lowest are duplicated upon the system called *parallel*, Mr. Gall's second form being in every respect equal to Mr. Wingfield's, and Mr. Laing's first form to Mr. Peckover's. Every boy in the school must belong to one or other of these forms, and must attend in it half a day for grammatical instruction. The remaining half of the day is divided among the other schools of mathematics, French, English, arithmetic, or drawing. The following is the method whereby this distribution is effected. It will be seen that every one of these grammar forms except the highest, that of the Grecians, has two divisions in it, and that in all the forms except the Deputy Grecians and the two Erasmus forms these divisions are parallel. In the Deputy Grecians and the great and little Erasmus, boys are promoted from division II. to division I., and thereby gain a remove, but in all the other forms both in London and Hertford the divisions are equal in every respect. Whether, however, the divisions are subordinate to one another, as in the Deputy Grecians' form, or parallel to one another, as in the Latin and lower grammar school, their object is the same, viz., to distribute the boys between the classical and modern schools. Each

Method whereby the boys are divided among the different schools.

The divisons.

division gives half its day to the classical schools, and divides the other half among the other schools. Thus all the schools are always occupied, for, while division I. is in the classical schools, division II. is in the other schools; and conversely, while division II. is in the classical schools, division I. is in the other schools. Moreover, in order to avoid the unfairness of giving all the mornings in classics to division I., and only the afternoons broken by half-holidays to its modern work, the two divisions exchange mornings week by week. Thus, for example, suppose the boys to re-assemble after the holidays on Jan. 18, 1866, and to commence regular work on Jan. 22. Then from Jan. 22 to Jan. 29 every division I. throughout the Hospital would be in the classical schools in the morning and in the modern schools in the afternoon, but from Jan. 29 to Feb. 5 every division II. throughout the Hospital would be in the classical schools in the mornings and in the modern schools in the afternoons, and so they would continue to exchange week by week. Thus it will be seen that the classification of the whole school is by the grammar of the dead languages that every boy in the school gives half his school hours to the study of one or both of these languages,* and the other half to one, two, or more of the modern schools, and that Latin and Greek form the backbone of the classification. Boys are admitted into the Hospital between the ages of seven and ten, and are superannuated and obliged to quit the Hospital at the age of 15 unless by that age they have been "signed for." This system, on which the ordinary time of superannuation is deferred in the case of some boys, must be explained. It is this; every boy is superannuated at the age of 15, and leaves the Hospital, unless by the time he is so old he has reached the first Division of the Deputy Grecians. If, however, he is by that age in division I. of the Deputy Grecians he has a chance of staying on longer at the Hospital. For the upper grammar master, in conjunction with the first master of the mathematical school, has the privilege of selecting every year from the Deputy Grecians about 16 boys (the number not being absolutely fixed, but depending on the decision of the governors) to stay on at school beyond the age of 15. The boys thus selected are said to be "*signed for*," and they stay on till they are 16 years old, and are then superannuated unless by that time they have reached the probationary Grecians' form or are sure to become probationers during the next year. If by the age of 16 a boy has not become a probationary Grecian, the upper grammar master and the first mathematical master would consider whether he was fit to become a probationer during the course of the following year, and unless they thought him promising he would then be superannuated and be removed from the Hospital. After he has reached the probationary Grecians' form a boy has a chance of remaining on at school until he is 18½ years old, and of moving off with an Exhibition to the University of Oxford or Cambridge under the following conditions. The full number of the probationary Grecians is, at the commencement of any given school year, 12. At the end of that year the first eight are promoted to the second parting of Grecians, and the remaining four, if they have not already moved off into situations, are removed from the Hospital. So also with the Grecians of the second parting; their full number is, at the commencement of the school year, eight. At the end of that year

Half the school time given to classics, and half to the other subjects.

System of admission and superannuation.

Boys "signed for."

* It must, however, be remembered that not the whole of these grammar-school hours are given to the pure study of the classical languages. Some of this time is occupied by instruction in religious knowledge, ancient history, and the other usual accompaniments of classical education.

the first five are promoted to be Grecians of the first parting, the remaining three are removed from the Hospital. The full number of Grecians of the first parting depends on the number of exhibitions to the Universities. It is ordinarily five, but in the year of my visit to the hospital was six, the governors having allowed another exhibition in that year. Thus the Grecians of the first parting are those who are going to receive exhibitions at the close of the school year to Oxford or Cambridge. A boy's chance, therefore, of staying on at Christ's Hospital beyond the age of 15, and of eventually getting an exhibition to the University, turns upon the following conditions. Suppose him to have reached the upper grammar school, his first object will be to pass through the two Erasmus forms and the Deputy Grecians so as to reach the probationary Grecians, before the age of superannuation, 15 years. Failing in this he will endeavour at least to be in the first division of Deputy Grecians by the time he is 15, so as to be "signed for." Having been "signed for" he will endeavour to obtain promotion into the Deputy Grecians by the time he is 16, and, failing this, he will leave the school. But supposing he has reached the probationary Grecians by the age of 15½, his object will then be to stand among the first eight by the end of the year, so as to be made a full Grecian of the second parting; and, failing this, he will leave the school, having been educated up to the age of 16½. If, however, he reaches the second parting of Grecians, he will make a final effort to be placed at the end of the year among the first five, so as to be made an exhibitioner or Grecian of the first parting. If he fail to be among the first five he will leave the Hospital, having been educated up to the age of 17½. But if he is one of the first five he will be made a Grecian of the first parting, and he will stay on another year at the school, finally leaving for the University, at the age of about 18½. The position of boys in class in the upper grammar school is determined by the marks of the year combined mith the results of examination. In the case of the Deputy Grecians and the Great and Little Erasmus this examination is half-yearly, and is conducted one half-year by the upper grammar master and another by the public examiner. In the case of the Grecians it is annual, and is conducted by the public examiner. It will thus be apparent that after a boy has reached the upper school his chance of an exhibition depends mainly on his success in the study of Latin and Greek, and in a less though in an appreciable degree, on his success in the study of mathematics; and that the judges of that industry and success are the several masters of the Upper Grammar School in their respective forms, the upper grammar master, and the public examiners. Success in mathematical study does not *much* affect that chance, for, although the upper grammar master is bound to consult the first mathematical master when signing for a Deputy Grecian, the extent of that co-operation amounts only to this, that in case there should be a doubt between two or more Deputy Grecians preference would be given to the more promising mathematician. French is not considered at all. It will thus also be apparent that the great bulk of the boys in Christ's Hospital are educated only up to the age of 15. With the exception of about 16 Deputy Grecians and 25 Grecians whose education is prolonged to various stages between the years 15 and 18½, and of the 40 Royal Mathematical boys on King Charles' Foundation who are not superannuated until they are 16, the boys at Christ's Hospital finish their education there at the age of 15. Let us now look back and see under what conditions a boy reaches the upper grammar school or passes into the Latin school. Boys are admitted to Hertford between the ages of 7 and 10. Before admission they are required to be able to

Tests of progress, promotion, and examinations in the grammar schools.

Conditions which place a boy in the Latin school, traced from the first entry at Hertford.

read a verse of Scripture, and even if a boy should be 9 years and 11 months old nothing more is required of him. The possession of this knowledge is ascertained by the governors in London. The boys who pass are sent down to Hertford. The steward receives and clothes them, and assigns them to their wards, and they are then presented to the head master of the grammar school to be placed in the school. He examines the knowledge of each boy in the rudiments of the Latin declensions, conjugations, and syntax, and according to what each boy has learned and remembered of those rudiments is determined the form to which he shall belong. Promotions are made from form to form in the grammar school by the master of each form, who from time to time sends up to the master of the form above him the boys who stand highest in his form. Promotions are made from Hertford to the lower grammar school in London three times a year by the head master of the grammar school at Hertford, who on each occasion sends up to London so many boys as the Treasurer orders. In choosing the boys to be sent up the head master is guided by three considerations. (1.) He must send no more and no less than the Treasurer orders. (2.) He must send every boy who is 12 years old. (3.) The remainder of the number ordered he fills up from the best Latin scholars in his form. Thus when a boy is 12 years old he is removed to London whatever be his attainments, and, in determining the removal of a boy under 12 years old, no consideration is taken of his progress in the English school, of his reading, spelling, or arithmetic. His advance depends solely on the accuracy with which he remembers a rudimentary book on Latin Grammar called the "Latin Beginner," and the readiness with which he "parses" according to a printed form. The boys thus promoted are divided between the two parallel first forms at London, and then begin the study of Greek. They are also sent by divisions into the English and commercial schools, and now begin for the first time English history and geography, but do not begin French or Drawing as yet. Promotions are made from the first to the second and from the second to the third form of the Lower Grammar School by the master of each form, who sends up the highest boys in his class to the master of the form above him half-yearly. The boys are also examined half-yearly, viz., once by the master of the third form, who is first master of the Lower Grammar School, and once by public examiners who make a report upon the results of those examinations to the governors, but those examinations do not effect the boys' promotion which depends solely on the masters of the first and second forms. When the boys reach the third form, the highest in the Lower Grammar School, a very important epoch in their school life begins. They are now for the first time sent into the French and Drawing schools, and commence the study of those subjects while continuing also their attendance in the English and commercial schools. Unless they are specially destined for sea service they are not allowed to enter the Mathematical School until they reach the Latin school or the Upper Grammar School. From the third form they are promoted to the Upper Grammar School half-yearly at the discretion of the master of the third form. This third form is examined half-yearly by a public examiner, but only orally. The examination is a brief affair, and does not affect the promotion of a boy to the Upper Grammar School, which depends entirely on the decision of the master of the third form. The importance of the functions performed by the third form master, and his responsibility, are very great. For it is evident that the supply of the best materials, that is, of the ablest boys to the Upper Grammar School, is in his hands; and as the masters of the Upper Grammar School cannot work with much success

Promotion at Hertford.

Removal from Hertford to London.

Commencement of Greek.

Promotions in London in the Lower Grammar School.

Examination.

Commencement of French and drawing.

Promotion from the third form.

Importance of the third form in the system of Christ's Hospital.

unless the best boys are sent to them, he may be said to hold the future of the Upper Grammar School in his hands. As regards the boys, too, his influence is very great on two grounds. For (1) it has been shown that the amount of benefit to be derived from the Hospital by the boys depends on the age they reach the Little Erasmus, and so get a fair start in the race for an exhibition. (2.) Every boy who by the age of $13\frac{1}{2}$ has not been promoted from the third form, has not passed into the Upper Grammar School, is put into the Latin school. Once in the Latin school his destination is certain. He must be superannuated at 15. Now, as the selection or rejection of a boy for promotion to the Little Erasmus rests with the third form master, he is really the arbiter of the destinies of the majority of all boys in the school. No master in the school has so much influence in this all important matter as he. I am now in a position to explain how far there is really at Christ's Hospital a "modern department." Every boy who at the age of $13\frac{1}{2}$ is unable to obtain promotion from the Lower Grammar School is removed to a department called the "Latin School," which ranks with the Great and Little Erasmus. Thus it will be observed that boys are not removed into this school on account of their destination in life but because they have so far failed in their classical studies, that by the age of $13\frac{1}{2}$ they have been unable to escape from the lower school. The number of boys who thus fail, who, to use the expression of the master, "cannot make satisfactory progress in their classical studies," is so great that the Latin school commonly contains at the commencement of any given half year one-fourth of the whole number of boys in the London branch. At the time of my visit, two months after the commencement of the half-year, it contained more than one-fifth of the whole school, viz., 150 (out of a total of 735) boys, whose progress after from $3\frac{1}{2}$ to $6\frac{1}{2}$ years' almost exclusive drilling in Latin and Greek grammar was considered hopeless. As they have not had an opportunity of learning much else than Latin and Greek their education may be considered to be, intellectually, a complete failure. Notwithstanding, the only difference which is made between the instruction of these boys and that of those in the Upper Grammar School is that (1) henceforth they have less teaching power allotted to them; they have only one master, assisted by a pupil-teacher, to teach the whole of them.* (2.) Having failed in Latin and Greek combined they are now tried in Latin alone; they drop the study of Greek and begin a more rudimentary study of Latin, the books which they learn being, as will be seen from the time-tables Eutropius, Phædrus, and Virgil, and some elementary books on the Latin accidence and the Latin prefixes and suffixes. I shall speak presently in detail of this Latin school, but I think I have already said enough to show the Commissioners that it has no claim whatever to be called a "modern department." The boys continue their attendance at the English, commercial, or mathematical, French or drawing schools, but they take no new line of study. They have no opportunity of learning the rudiments of German, chemistry, physical science, political economy, and similar modern subjects, nor do they acquire the practical art of book-keeping or mensuration. They simply drop Greek and spend their last year and a half at school in working at the Latin poets, Latin grammar, ancient geography, and Roman history, and in com-

Movement into the Latin school.

What the "Latin school" at Christ's Hospital really is.

The boys in the Latin school are boys who have failed in classics.

Proportion of such boys to the numbers of the whole school.

System pursued with them.

The Latin school is not a "modern department."

* With this proportion of teachers to scholars, viz., one master and a pupil teacher to 150 boys (sometimes even 170 boys, see page 507), it is significant to compare the proportion required by the Government in Elementary Schools; which is, one certificated teacher and a pupil teacher to the first 90 scholars in average attendance, and another pupil teacher for every additional 40 scholars in average attendance. (Revised Code, Article 52 b.)

mitting to memory some Latin derivations. This system may be called a system of *bifurcation*, but it must not for a moment be supposed similar to that of Rugby or Marlborough. I will only add here that it was first adopted by the committee about the year 1856, and contrary, as I have been informed, to the advice of the present master of the Latin school, who is a well-known Latin scholar and an experienced teacher, and who advised the creation of a real modern department with instruction in German and similar subjects in place of Latin and Greek.

Further contents of Mr. Hare's report.

Mr. Hare's report proceeds to describe the instruction and discipline of the boys in and out of class; the system of promotion from class to class, and the ultimate destination of the boys. The report is accompanied by a number of Tables showing to what class the parents of children admitted in 1860–1862 belonged, and what were their incomes; what diet the boys had, and what was their health in the London and Hertford branches for the years 1854–1862.*

In short, Mr. Hare's report is most complete, and I am glad to have this opportunity of acknowledging the great assistance I have received from it. Every subject which could come within the range of a charity inspector is adequately handled. The only question which he does not solve is that one which it is purely the business of an educational inspector to solve, viz., how the masters teach and how the scholars learn. Short of actual observation and examination of the scholars, he does all that he can even in this matter; for (*a.*) he gives (page 71) lists of the masters, of the number of boys each has to teach, and of the subject each class learns, and the books it reads. (*b.*) He gives (page 53) a general account of the examiners' reports, which he says are on the whole very favourable; and (*c.*) he gives (pages 80–84) an account of what becomes of the boys after they leave the Hospital, so as to show the results of their education. The account is favourable, showing that many of the Grecians have become distinguished, that the Royal Mathematical boys do well, and that the ordinary Blues, superannuated at 15, on the whole do respectably and well. My work, therefore, at Christ's Hospital was almost entirely narrowed to the solution of two questions, viz., (1.) Are the means of education at the Hospital good? (2.) Are the results of the education satisfactory?

Time of my inspection of Christ's Hospital.

In the months of February, March, and April 1866 I visited both branches of Christ's Hospital. In one respect the selection of the time of my visit to the Hertford branch, which was determined by the circumstances that I had to make a tour of inspection of endowed schools in Hertfordshire during the month of April was considered by the authorities to be unfortunate; for I arrived at the school just after a remove of a large number of boys to the London School had taken place, and was thus unable to see what state of progress boys have reached at the moment of removal to the London branch. As, however, these removals occur three times a year, and as I had already seen in the lowest form of the London branch the boys who had lately come up from Hertford, I do not attach much importance to this

* This last question is illustrated by Tables of mortality (page 86) which show that during that time the percentage of deaths on the number of children was higher for Hertford than for London. It must, of course, be remembered, that the age during which the boys are at Hertford, is one which is much more subject to accidents and infantile sicknesses than that of the London boys. Still, I have no doubt, from these tables and from my own inspection of both establishments, that the London branch is remarkably healthy; and I am quite ready to believe that that situation on the northern side of Newgate Street, is more healthy than the one at Hertford.

omission. It must however be borne in mind. On the other hand I gained one great advantage by going at that precise time, viz., that of seeing a batch of new boys admitted at Hertford, and of thus being able to judge for myself by personal observation, in what condition boys enter the Hospital. There has been so much discussion as to the advisability of raising the standard that I think the Commissioners may be interested in hearing what opinion I formed of these new comers. It is also important in forming a judgment of the masters' success to see the raw material on which they have to work.

Hertford Branch.

Hertford branch.

I. *Domestic Superintendence.*—The care of the boys during the night, and such portions of the day as they are not in class, is committed at Hertford to the "steward," a person of much experience, and who was formerly one of the masters of the English school. And as I find that one of the present masters of that school holds the office of deputy steward, I conclude that it is usual to appoint the steward from that quarter. He is an officer co-ordinate with the head master of the grammar school, and the master of the English school. When not in class, the boys are either in the playgrounds, the day-rooms, the hall, or the wards. There are two playgrounds. One is the quadrangle which is formed by the frontage and the three sides of the great court, and is like an ordinary college quadrangle, without grass. The other is a good grass playground, on the north-east side of the buildings, which has a covered shed in it for shelter from storms. In one or other of these playgrounds the boys are drilled; and they play cricket in the summer. Being, however, all young boys, they seem to prefer those more childish desultory games, such as tops and marbles, to which, when they are removed to the London establishment, they are obliged by the want of space to confine themselves. The day-rooms, situated under the wards, are very pleasant. In some of them there are papers, such as "Cassell's" and the "Illustrated London News." In fact, in these two respects, the possession of good day-rooms, and of a grass play-ground, the Hertford establishment is much superior to that in London. The boys all take their meals together in the hall, which is a very good room, arranged very much in the same manner as the well-known hall in London. The preparing and cooking of the food is done by servants in the kitchen and offices, but the boys lay the tables themselves, fetch the food up from the kitchen, place it on the table, wait upon one another, remove the remains, clear the tables, and in fact do all the service of meals, except the carving for themselves. The steward and matron preside at dinner-time, and the boys sit according to their wards, the carving at each table being done by a nurse. The organist also attends, and conducts the chanting before and after dinner. These meals are decently and expeditiously conducted, and the boys are well fed. The table of their diet is giving at the end of this report.

I. Domestic superintendence.

The steward.

Playgrounds.

Day rooms.

The hall.

Menial services.

There are nine wards, each managed by a nurse and her servant. These nurses are responsible to the matron and steward, and report all necessary matters to them. I carefully inspected several of these wards, one of which may be described as a specimen of all. It has a day-room and a lavatory attached to it, for the washing all through the Hospital is not performed in the dormitories, which contain no utensils, but in lavatories attached to the wards. It also contained upon the ground floor a kitchen and scullery for the nurse and her servant, a closet in the yard at the back, and a nice bath-room. Above the day-room is the *chamber*, the name by which the dormitory on the first floor is called.

The wards.

Description of a ward.

It is not a high room, and has the beds somewhat closer than one would like to see, but otherwise is comfortable. There is an excellent water-closet on this floor. The nurse sleeps close to the chamber, but she does not, as at London, overlook the dormitory. This is singular, for as the boys are so much younger here than in London, the nurse wants more privacy there than here. Above the chamber is the *garret*, the name by which the dormitory on the second floor is called. On this floor the nurse's servant sleeps. The garret looks a very low and confined room, and when I first entered it, I thought I saw one reason of the difference between the health of the boys in London and here; but the nurse assured me she found more sickness arise in the chamber than in the garret, and that she considered the latter the healthier of the two. On the whole I think these wards are comfortable and fairly satisfactory. They are not in all respects such as would be built now, but they are quite passable. One of the worst defects is the want of proper wardrobe room, the clothes being packed too close, but in two most important points, the water supply and the artificial ventilation, they are satisfactory.

The infirmary.

The infirmary and supernumerary ward have a small court in which boys who are not severely ill can play. They are comfortable and well arranged.

The nurses.

I was much pleased with all the nurses that I spoke with. They were evidently very fit persons for the office, and must have been chosen with care. One of the features of their domestic superintendence to which the warden and steward attach most importance is this female influence. Many motherly offices which these little boys require they receive from these nurses, and I think their co-operation contributes largely to the comfort and happiness which the boys at Hertford evidently enjoy. I found 25 boys in the infirmary, none of which were serious cases. Ten were to be discharged on the same day, and I was informed that the average number of cases was seldom more than 12 at one time. It must be remarked, however, that it is the practice here as in London to allow boys to return to their friends if they are seriously ill, and this consideration of course affects the health-rate of both establishments. At the time of my visit there were nine boys so absent from Hertford.

Want of a chapel.

In regard to these premises one of the wants which most strikes a stranger is that of a chapel, a want which is not, in my judgment, adequately supplied by the attendance of the children at the parish church. The table at the end of this report shows the employment of the boys on week-days and Sundays.

Unsuitableness of the present arrangements for divine service.

It will be observed that of the 12 hours 45 minutes of which the Sunday consists, 5 hours 25 minutes are occupied in religious lessons or exercises, of which $4\frac{1}{4}$ hours are spent in church. I passed two Sundays in Hertford, and had an opportunity of seeing the unsuitableness of the present arrangements for Divine Service to these boys.

General character of the domestic superintendence.

This want of a chapel seems to me the only serious defect in the domestic superintendence at Hertford. In other respects the buildings and premises are good, and the boys are judiciously and liberally managed out of class. Their behaviour is unexceptionable. I talked with many of them, and was much pleased with their tone and manner.

II. Tutorial superintendence.

II. *Tutorial Superintendence.*—I have already explained that the boys, when in class, are either in the grammar or English school: that the basis of all classification and position in the school is Latin: and that when the boys first arrive at Hertford, having been passed by the governors in reading, they are dressed in the Hospital clothes, assigned to their wards, and then passed on to the head master of the grammar school, who examines them in the Latin grammar, in order to place them in the school.

Admission of new boys and placing in the grammar school.

On the occasion of my visit there were 56 new boys admitted, 52 of whom came up before the head master of the

grammar school to be placed.* They were pleasant looking boys, but, with the exception of three or four, did not seem intelligent; and most of them were ill-taught and backward for their age, which was on the average 8½ years, though some of them were nearly 10, and one, the most backward, who could do nothing but read a little, was just 10 years old. Few of them knew any Latin, and almost none of them any French, English, geography, history, or grammar. Their behaviour and discipline was much inferior to that of boys who had been a few months in the Hospital, but they seemed happy, and not at all frightened. The following Table shows the result of the examination of these boys, at which I was present, by the master of the grammar school, and of my own examination of them in English and other subjects. It must be remarked that the head master of the grammar school told me that this was an unsatisfactory examination as regards Latin, inasmuch as he generally has a few whom he can put into the first, second, and third forms; whereas of these boys only four were placed so high as the fourth form. The English master, on the other hand, considered them up to the usual mark in reading, which is the subject by which they are classified in the English school. Each boy came up to the head master of the grammar school, who put him through the usual examination, and then passed him on to me; and I questioned him in his previous schooling, his age, &c., and in English grammar, geography, history, or the multiplication table. I afterwards examined the same boys in the English school in reading, writing, dictation, and arithmetic. It was clear that hardly any of them had had a good preparatory education, and that the application of even the most rudimentary test of intelligence and general knowledge would have caused the rejection of most of them. It was also clear that the grammar and English masters have the grounding of them, at least in Latin and arithmetic from the very beginning; and that, considering the number of boys to each master, they have no light task to perform.

Attainments of new boys.

The sixth and seventh forms being thus filled up with new boys, I commenced my inspection and examination of the grammar schools, the second division of each form being in school. I commenced with the fifth form, in which the boys were learning the declensions of the Latin nouns, pronouns, and adjectives. The average age of these boys was 8½ years, and they had been on an average only 5⅓ months at the Hospital. I then proceeded to the fourth form, which was grouped with the (*b*) section of the third form. The average age of the whole group was 9¼ years, and they had been in the Hospital only 11¾ months, one of them, who had been three years, being quite exceptional. They were learning the conjugation of the regular verbs. I then passed to the second form, which was grouped with the third form (*a*) section. The average age of the group was slightly over 10 years; and they had been in school on an average a little over 1 year 2 months. They were learning the irregular verbs, and intending to carry on their Latin grammar to the end of the chief rules in parsing and syntax. I then proceeded to the first form, which was under the head master of the grammar school. He is the only graduate among the masters at the Hertford branch, the other masters being, with two exceptions, old Blues, who did not reach the Grecians' form when they were scholars. The first form was learning the syntax and Phædrus, the master's object being to make them master thoroughly, before they leave for London, a rudimentary

Inspection and examination of the grammar school at Hertford.

* The other four new boys had been obliged to enter the infirmary immediately after their arrival, and therefore were not examined while I was at the hospital. Their malady appeared to be principally a surfeit of cake.

Table showing the attainments of new boys admitted into the Hospital.

Number.	Age.	Where previously taught.	What he professed in Latin.	Knowledge of Latin as shown by examination.	Reading.	Dictation.	Handwriting.	In what Form placed.	Remarks.
	Yr. Mo.								
1	8 6	Private school	Audio	Bad	Good	Bad	Good	IV.	Knew the declensions of substantives, but no further.
2	7 5	Dame	Nil		Bad	Bad	Pretty fair	VII.	
3	8 1	Dame	Nil		Bad	Bad	Fair	VII.	
4	10 0	Three private schools	Moneo	Bad	Good	Good	Good	V.	Did not know the declensions of nouns.
5	8 8	Dame	Nil		Fair	Very good	Very good	VII.	
6	7 10	Dame	Nil		Bad	Pretty fair	Fair	VII.	
7	8 4	Dame	Nil		Bad	Bad	Fair	VII.	
8	9 3	Private school	Dominus	Bad	Fair	Pretty fair	Fair	VII.	Did not know one word of Latin, and no geography or history.
9	9 5	Private school	Magister	Very bad	Good	Fair	Fair	VII.	Same condition.
10	7 10	Home	Nil		Bad	Bad	Bad	VII.	Appeared to know nothing whatever. His articulation was imperfect.
11	8 0	Private school	Nil		Bad	Nil	Nil	VII.	Answered, "I don't know what Latin means."
12	9 8	Private school	Nil		Good	Very good	Fair	VII.	Knew no French, no history or geography.
13	9 4	Home	Audio	Bad	Good	Good	Fair	IV.	Same condition.
14	9 1	Private school	Nil		Bad	Good	Fair	VII.	Did not know what Latin means.
15	8 4	English governess	Nil		Fair	Very good	Good	VII.	
16	7 4	Dame	Nil		Bad	Bad	Bad	VII.	
17	9 8	Private school	Dominus	Very bad	Bad	Fair	Fair	VII.	
18	7 2	Dame	Nil		Fair	Bad	Bad	VII.	Knew no French, and could do nothing but read.
19	8 3	Home	Dominus	Very bad	Bad	Fair	Fair	VII.	
20	9 7	Home	Possum	Pretty fair	Bad	Bad	Bad	IV.	English very bad. Had crammed up a little Latin grammar.
21	8 2	Home	Nil		Bad	Bad	Bad	VII.	
22	9 0	Private school	Tu	Fair so far	Good	Very good	Good	V.	
23	8 9	Governess	Animal	Fair so far	Bad	Nil	Bad	V.	No French or dictation, no history or geography.

Number.	Age.	Where previously taught.	What he professed in Latin.	Knowledge of Latin as shown by examination.	Reading.	Dictation.	Handwriting.	In what Form placed.	Remarks.
	Yr. Mo.								
24	7 8	Private school	Nil		Bad	Bad	Bad	VII.	
25	9 3	Private school	Facies	Pretty fair	Fair	Fair	Fair	VII.	Had begun French, and knew something of history and geography.
26	7 4	Dame	Nil		Bad	Nil	Bad	VII.	
27	9 11	Private school	Bonus	Pretty fair	Good	Fair	Fair	V.	
28	8 2	Mother	Sum	Fair	Bad	Bad	Bad	V.	Intelligent, but had not been well taught in English. No French.
29	9 5	National school	Nil		Fair	Bad	Bad	VII.	
30	8 2	National school	Cornu	Pretty fair	Fair	Bad	Fair	V.	
31	8 11	Dame	Nil		Pretty fair	Bad	Bad	VII.	
32	10 0	Dame	Nil		Bad	Nil	Nil	VII.	Had learnt absolutely nothing.
33	9 5	Dame	Amo	Very bad	Bad	Bad	Fair	VII.	
34	8 5	Governess	Nil		Fair	Bad	Fair	VII.	
35	7 8	Mother	Nil		Bad	Fair	Bad	VII.	
36	7 9	Dame	Nil		Fair	Bad	Fair	VII.	
37	8 10	Home	Nil		Bad	Very good	Fair	VII.	
38	7 1	Dame	Nil		Fair	Fair	Bad	VII.	
39	8 1	Home	Amo	Fair so far	Fair	Good	Good	V.	
40	7 11	Home	Lapis	Knew nothing	Bad	Bad	Bad	VII.	
41	8 8	Dame	Bonus	Very bad	Fair	Bad	Bad	V.	Had just learnt to read, nothing more.
42	9 6	Dame	Audior	Knew nothing	Bad	Fair	Bad	VI.	
43	8 1	Private school	Nil		Bad	Bad	Bad	VII.	
44	7 8	Mother	Nil		Fair	Bad	Bad	VII.	
45	9 8	Private school	Audio	Moderate	Good	Fair	Fair	V.	
46	8 5	Home	Sum	Knew nothing	Bad	Bad	Bad	VI.	
47	8 0	Mother	Nil		Bad	Nil	Nil	VII.	
48	9 4	Private school and home	Ille	Knew nothing	Bad	Bad	Bad	VII.	Knew nothing, could hardly read.
49	9 11	Private school	Audio	Very fair	Good	Good	Good	IV.	Intelligent, and had been well taught.
50	7 3	Private school	Nil		Bad	Nil	Bad	VII.	
51	10 0	Private school	Amo		Good	Bad	Fair	V.	
52	7 8	Mother	Nil	Pretty fair	Fair	Very good	Good	VII.	

Latin grammar, called the "Latin Beginner," based upon the old Eton grammar, but written in English. Their time in the grammar school is mainly occupied in learning new rules and examples, and keeping up by constant repetition those they have already learned, and in construing and parsing Phædrus. When they parse each boy takes a word in turn all round the class and parses it according to the following scheme, a copy of which he has pasted in the back of his Phædrus. It is called "Directions for Parsing."

For a Substantive.

—— is a noun-substantive of the — declension — gender, declined like —, thus —. It is the — case, — number, before [*or*, after] —, by the rule —.

For an Adjective.

—— is a noun-adjective of — endings, declined like —, thus —. It is — case, — number, — gender, and agrees with the substantive —, by rule —. It is compared thus —.

For a Verb.

—— is a verb — (*transitive* or *intransitive, active, passive, deponent, &c. &c.*), of the — conjugation, declined like —, thus —. It is the — mood, — tense, — number, — person, and agrees with its nominative case, by rule —.

For a Participle.

—— is a participle from the verb — [of the — conjugation, declined like —, thus —]. It is a participle of the — tense, declined like —, thus —. It is — number, — case, — gender, and agrees with the substantive —, by rule —.

For a Pronoun.

—— is a pronoun —, declined thus —. It is the — case, — number, — gender, and agrees with the substantive —, by rule —; and before [*or*, after] —, by rule —.

For the Relative.

—— is a pronoun relative, declined thus —. It is the — number, — gender, — person, and agrees with the antecedent —, by rule —. And it is the — case, before [*or*, after] —, by rule —.

For an Adverb.

—— is an adverb, compared thus —.

For a Preposition.

—— is a preposition, governing the — case.

For a Conjunction.

—— is a conjunction, and couples — to —, by rule —.

For a Supine.

—— is a supine in *um*, from the verb — (of the — conjugation, declined like —, thus —), and follows the verb of motion —, by rule —.

—— is a supine in *u*, from the verb — (of the — conjugation, declined like —, thus —), and follows the adjective —, by rule —.

For a Gerund.

—— is a gerund in *di*, from the verb —. It is used as the — case, the latter of two substantives, of which — is the former, by rule —. *Or*, governed by —, by rule —.

—— is a gerund in *do*, from the verb —. It is used as the — case, and is governed by —, by rule —.

—— is a gerund in *dum*, from the verb —. It is used as the — case, and is governed by —, by rule —.

The average age of the second division of this first form was slightly over 10 years, and they had been in the Hospital on an average, 1 year 10 months. As in all these forms the promotions had just been made consequent upon the removal to London, I examined chiefly in the

backwork of the previous quarter. Dismissing for the present the question whether the system on which the education of these little boys is based, viz., the study of Latin Grammar, is a good one, it cannot be denied that they are made to learn with much accuracy what is set before them. A little Latin grammar thoroughly learned, mainly by rote, appears to be the principle upon which the teaching proceeds, and within these limits it is decidedly successful. I hardly found a single boy who did not know correctly what he professed to have learned in the "Latin Beginner." But I hardly found a single boy who could answer a question put outside the formulæ of that primer. Thus, though what the boys learn exercises the memory and creates a habit of exactness, it does not arouse their intelligence. These rules and examples are to them so many puzzles, and they say them as a sailor boxes the compass, or as one might recite the Lord's Prayer backwards. The fundamental cause of this want of intelligence lies no doubt in the nature of the subject which they are studying, which is one well calculated to test the memory, but not, except in the most skilful hands, to awaken the intelligence. Add to this the large size of the forms, the fact that only one of the masters has had any superior education, the old-fashioned nature of the text-books used, and the habit (prevalent all through the lower forms of the Hospital) of not requiring any written exercises from the boys. They do almost all their exercises orally, and all work is done in school. Hence the head master is occupied with his 66 or 67 boys in summer time from 9 to 11.30 in mere preparation, and oral recitation, of grammar and exercises. I do not myself see why the first form should not be divided into two sections, so that while section A was working exercises on slates or paper under the master's eye, section B might be heard in their lessons. I was told, however, that the thing on which the upper grammar master of the London branch lays most stress is great accuracy in the mechanical rudiments of the Latin grammar. This end is certainly secured; and it ought to be, seeing that half of the entire schooltime, 15½ hours per week in summer, 14½ in winter, are devoted to it. The discipline, behaviour, and tone of the scholars leaves nothing to be desired; and the Grammar School buildings are suitable to their purpose and fairly furnished. Having inspected the grammar school I proceeded on the following day to the English department, in which I found division I. at work, divided into eight classes, under four masters. The seventh and eighth classes consisted almost entirely of the new boys, whose behaviour formed a striking contrast with that of their seniors. I inspected all the classes, but examined only the first four. The boys at Hertford do not, as is often supposed, learn English geography or history at all: nor do they learn English grammar, except so far as this, that, in declining Latin nouns and verbs, they have to give their English equivalents; and that in construing in the first form they have to render Latin into English sentences, and so to compose after a fashion. The subjects taught in the English school are reading, writing, dictation, and arithmetic. The head master of the English school said that they had tried to teach English geography, but had been obliged to give it up for want of time, the boys passing very rapidly out of the Hertford School, and their numbers being so great in proportion to the teaching power. The third and fourth classes wrote dictation very correctly, and worked the compound rules of money very satisfactorily. The reading of the upper classes in the English school was decidedly good. They used a well-chosen and interesting book, their manner and style showed care and attention, they had learned a good control of the voice, the correct inflections for the various kinds of

Results of the teaching.

Discipline and tone of the school.

Inspection and examination of the English department.

Subjects taught in this department.

Results of the teaching in this department.

sentences, and altogether their reading was very pleasant. Their handwriting, too, was very good; a clear, round, even style, which the boys will find invaluable hereafter. The spelling, a most troublesome thing to teach, was very correct. Arithmetic was passable. As an example of their style of working I give the results of the examination of class I., first division. There were 30 boys on the books of this division, and 28 were present. They had $4\frac{1}{2}$ lines of somewhat difficult dictation, a piece rather harder than that given in the City of London School (see page 286). The average result, it will be seen, was one mistake to every four boys, or $\frac{1}{4}$ of a mistake each, and 21 out of the 28 free from error. They also had three sums, one in addition avoirdupois, one in multiplication square measure, and one in multiplication of money by a number requiring two factors. It will be seen that the average result was that each boy got $1\frac{1}{14}$ of a sum (or nearly two sums out of the three) right, and that the third sum, multiplication in money, was the most deficient. This was no doubt owing to the defect, so very common in middle schools, of not having a day of review. One day a week is well spent in going over and securing the backwork. The boys had not done multiplication of money for some time.

Number.	Age.	Reading.	Errors in dictation.	Arithmetic.	Number.	Age.	Reading.	Errors in dictation.	Arithmetic.
	Yr. Mo.					Yr. Mo.			
1	10 6	Excellent	0	111	15	10 5	Good	0	110
2	10 11	Good	1	001	16	9 6	Fair	0	110
3	10 7	Fair	0	000	17	10 0	Fair	1	101
4	10 1	Fair	0	000	18	10 2	Fair	0	110
5	10 2	Fair	0	110	19	10 3	Good	0	110
6	10 11	Good	0	100	20	9 8	Excellent	1	111
7	10 10	Good	1	000	21	9 7	Fair	1	111
8	10 10	Good	0	111	22	10 6	Fair	0	111
9	10 8	Good	0	010	23	10 3	Excellent	1	111
10	10 11	Good	0	110	24	10 10	Good	0	111
11	10 3	Good	0	110	25	10 10	Good	0	111
12	10 7	Fair	0	010	26	10 4	Fair	0	111
13	10 8	Excellent	0	111	27	9 7	Good	1	010
14	10 6	Moderate	0	101	28	9 9	Good	0	010

On the whole, while it is a matter of regret that the rudiments of geography and British history are not taught to these boys, they learn in the English school, as well as in the grammar school, the elementary work which is put before them very accurately, and are evidently taught with care and diligence. The English schoolrooms are lofty; and those of the first and second masters are very suitable to their purpose. As regards the larger room in which the four lower classes sit, it would be a great improvement if that were divided. The division need not be made permanent. A sliding partition (such as is used in the Home and Colonial Society's schools) would answer the purpose. I have only to add that I was received with the greatest courtesy by all the officers of the establishment, and that everything I required was shown me, and every explanation given with the most perfect frankness. Throughout my inquiry indeed the governors and all the officers of the Hospital received me in a manner which demands my best thanks. It was the manner of gentlemen who are discharging a great trust conscientiously and who feel that they have nothing to conceal.

London branch.

London Branch.

I. Domestic superintendence. The Warden.

I. *Domestic Superintendence.*—The care of boys in London at all times when not in class, is committed to an officer named the *Warden;* who occupies in London a position like that of the steward at Hertford.

He is therefore parallel in authority with the other heads of departments. As the warden has given evidence before the Commissioners, it is not necessary that I should enter into a description of his relations with the masters, further than to say that while he is independent of them he is not above them. He is co-ordinate with them, and, like them, subordinate to the Treasurer and Committee of Almoners. But he is expected to consult and co-operate with them, and especially with the upper grammar master, in every thing. And here, although I am sensible that I tread on delicate ground, I think it is my duty to tell the Commissioners frankly how I found this system of co-ordinate authority working. I regret to be obliged to say that I did not find the condition of the Hospital at all satisfactory in this respect. That harmonious co-operation between the domestic and tutorial authorities, which it will be clear to the Commissioners must be essential to the working of such an organization, does not, I regret to say, exist. In fact, there is hardly any co-operation at all. The authority of the Treasurer and Committee, and the honourable feeling of the warden and masters themselves, prevent their independent action from becoming downright antagonistic. There is an absence of antagonism, but there is no real harmony. There are no meetings, as there ought unquestionably to be at stated intervals, of these different heads of departments for the purpose of comparing notes, of consultation upon the arrangement and working of the school, the hours, the books, the studies, the behaviour and character of the boys, and the improvements which it would be desirable to press with the force of their united authority upon the Committee. No such harmony exists. The school, like a great machine, works on mechanically as it has been set agoing. Every now and then the treasurer and committee set their hands to it, and alter or add something; but it has no principle of vitality within itself. The influence of the upper grammar master, who is the highest instructor in the most important educational department, the department to which half the boys' school time is given, and who has to conduct them through those studies which are chiefly intended to bring out their higher faculties; whose duty it is to give them the highest religious instruction and to train them intellectually when they reach the last stage of their school career; who ought to be the most cultivated scholar in the establishment, the object of the boys' constant admiration and imitation, and the light and life of the whole school, is at Christ's Hospital no greater than that of a junior assistant master in any other school. Indeed, the upper grammar master has at present less influence than that of any assistant master at Marlborough or Harrow (where the whole of the staff co-operates and consults with the head master upon all details of the school), inasmuch as he is isolated. He not only cannot give orders, he does not even express his views. It will be evident to the Commissioners that this is a very bad state of things, and one which ought not to continue. The question then remains: is this dead-lock owing to the nature of the case? Is the system of co-ordinate authorities in itself bad? Or does its present failure result from especial circumstances? I have endeavoured to give my best attention to this question both during the time of my visit to the Hospital and for some weeks since. The difficulty of forming a decided judgment on the subject has been increased by the fact that the upper grammar master, acting, no doubt, from a high sense of duty to the Governors, declined to express to me any opinion upon this and similar questions. While receiving me with the greatest courtesy, and offering me every facility for the conduct of my examinations and inspections, he declined to discuss any matters of inference or opinion. With several of the other officers,

Co-ordinate with the principal masters.

How this system of co-ordinate authorities works.

The system is overdone in Christ's Hospital.

Advantages of a division of superintendence.

however, I have had an opportunity of discussing the bearings of the question; and the conclusion to which I have come is, that the principle of divided authority, though it is not one which in moderation need be injurious to a very large school like this, is overdone in Christ's Hospital. I should not recommend the union of the tutorial and domestic superintendence; for in the first place, I doubt whether it could be efficiently carried out where the boys for the sake of economy are massed together, as they are here, and where they are so entirely cut off from the parental authority and influence; and in the second place, I hold that masters who are relieved from the domestic care of boys, and can give their whole energies and thoughts to their tutorial work, are likely to do that work with much more freshness and efficiency than those whose mornings, noon, and evenings are constantly harassed by details of food, clothing, and the other items of domestic superintendence; and in the third place, I think that freedom from the wearisome work of "minding little boys" out of school is likely to secure better candidates for the masterships at a less expense than the other system. I have seen one of the very best of our public schoolmasters, who has certainly been of late years the most successful with his pupils at Oxford, harassed beyond belief by these domestic details; so that it has been a wonder to his friends how any man who never had a moment's peace could retain his vigour and force unimpaired to the end of a long summer half-year. And he has himself expressed to me what an immense physical relief it would be to find himself master of a great day school. Now, under the present system of divided superintendence, the masters of Christ's Hospital enjoy this great advantage, and for their sakes, therefore, I think the office of warden, and his authority over the boys out of class, should be retained; but that he should be required to confer with the head master at regular intervals; and that in order to secure his being able to appreciate the views and aims of the head master he should be a person of the same educational status, a graduate of Oxford or Cambridge. But as regards the authority over the boys when in class, the upper grammar master ought to be a real head master in this respect. He should have authority to arrange all the hours of working for the whole school, and the first masters of the mathematical, French, and other departments should be answerable to him for the efficient conduct of their several departments. He should be required to call frequent meetings at regular intervals, and on extraordinary occasions, of all the other first masters, at which meetings he should be *ex-officio* president, and should consult with them in a frank and amicable spirit; and he should be the organ of communication between them and the Committee. Within the limits of the classical schools he should have the highest authority. He should nominate to the Committee for appointment all the classical masters, and should be bound to examine the whole classical schools throughout at regular intervals, confer with the assistant classical masters on the results of these reviews, and require the removal of any inefficient assistant. If some such modifications as these were made, I think the most valuable part of the co-ordinate system would be retained, while there would be a real head master who would exercise that control and authority which are so essential to the vitality of a great school.

Buildings and premises.

I commenced my visit to the London branch of Christ's Hospital by an inspection of the buildings and premises. At this time there were 735 boys on the books of this branch, of whom 13 were absent from ill health, leaving a total of 722 present in London. The total number of beds available is 763, but the deficiency of numbers was owing to the gradual discharge of superannuated boys which had been taking place

since Christmas, my visit being paid at the end of February, 1866, and the vacant places not being filled up from Hertford until Easter. These 763 beds are distributed among 16 large dormitories; each of which, with its apartments for the matron and her servant, its wardrobes and offices, is called a *ward*. Only 12 of these 16 wards have a lavatory attached to them; the boys of the remaining four wards have one lavatory in common, to reach which they are obliged to cross a small court. This is a serious defect, and ought unquestionably to be remedied. The beds are in some of the wards closer together than is desirable. With these exceptions the arrangements are satisfactory. The Grecians occupy small studies boarded off within the wards; but do not concern themselves with the discipline of the wards, which is under monitors, appointed by the warden chiefly from among the Deputy Grecians. It seems singular that the senior boys should not as at Rugby be monitors. The reason given for it by the warden is the small number of the Grecians, and the pressure of their work in preparing for college. I think there is some force in this reasoning. I have myself, as one of the sixth form at a public school, felt considerable interruption to the evening's work from the business of maintaining discipline. But this is a matter of detail. At any rate the Deputy Grecians seem to do the work very well. I visited 11 of the wards on different nights: several of them twice; going into some by appointment and others unexpectedly; and I found everywhere most perfect quiet and order. I do not suppose the effectiveness of the Deputy Grecians extends so far as to hinder boys who are in the same ward and have the same exercise to prepare for next morning from communicating together, or even from copying. This, however, is a very difficult question. The boys who have exercises to write might perhaps sit up in one of the great school-rooms under a master for evening preparation. But this plan would entail some inconvenience; and perhaps the better method would be for each master to ascertain how many of his boys are in a ward together, and to take care that no two boys in the same ward have the same exercise to do. The want of good dayrooms is a serious defect in these buildings. The existing dayroom is small and gloomy. It offers no encouragement to study, and is altogether unworthy of the establishment. But the greatest defect of all is one which results from the position of the school in the heart of the City, and is, I fear, irremediable so long as the Hospital stands there. I allude to the want of a good playground. There are three places in which the boys at Christ's Hospital ordinarily play. One is the well-known quadrangle which faces into Newgate Street. Another is the inner court to the north of this quadrangle. And the third is the cloisters. To these has lately been added a gymnasium, which is closed to the boys in the winter months, and is not yet properly laid out. Any public school man who passes along Newgate Street and looks in at the quadrangle of Christ's Hospital when the boys are out of school, must have been struck by the fact that the Blue Coat boys do not know *how to play*. A few isolated boys may be seen, each with a football which he kicks up in the air and catches again: but no regular game of football is played; and indeed there is no organization of games of any kind in the Hospital. The surface of the quadrangle and court, which is a mixture of rubble and tar with pavement of stones in parts, is too hard for any violent game; and consequently one sees with astonishment big boys of 13 and 14 years old playing with peg-tops, whip-tops, and marbles; while those whose higher position in the school does not allow them to indulge in such amusements, are reduced to lounging about the courts, or at the best walking outside in the streets. The case is of course

The wards.

Want of good day rooms

and play-grounds.

Blue Coat boys cannot play at public school games.

hopeless, at least for all but the senior boys, so long as the school remains in London. The Governors might indeed place some fives-courts round the new plot of ground, and this would be a great improvement. But nothing would be such a boon to the boys as the possession of a fine piece of grass on which they might have a good game of cricket in the summer, and of football in the winter. Nothing but removal into the country would give them this. On Sundays all leave out and all amusements inside the Hospital are stopped; and it is, I believe, difficult for anyone who has not been a Blue Coat boy, fully to realize the dreariness of that day. Sunday, it is well known, is a day which all great public schools find it more or less difficult to get through happily. The boys have less schooling, more spare time, and yet are not permitted to occupy themselves with any game. Under these circumstances, bullying and idle conversation are always more likely to arise; and the safety valve of most of our great public schools is the walk into the country. The services, being held in the school chapel, are broken up so as to divide the day; and the boys take good walks. The senior boys, to whom the junior boys have some introduction, take this opportunity of making their acquaintance; masters walk out with pupils; and thus the day is quietly passed. At Christ's Hospital there are no such resources. The school is closely shut up on Sunday, and there is no school chapel. The boys have nothing to do but to lounge about the cloisters and in the dayroom; and the day is as I have been told, very much disliked. The possession of a chapel would no doubt do something to remove this feeling. But nothing would tend so much to make the day pass happily as removal into the country. As at Hertford, the boys all take their meals together in the great hall. The service of the table is performed at London in the same way as at Hertford. It is expeditiously done, and I see nothing objectionable in the practice. The boys also make their own beds, and clean their own boots; but all other menial offices are performed for them. The dress of the Blue Coat boys is well known all over the country. I have inserted at the end of this appendix a Table which gives a list of the cost of the present articles of clothing.

Sunday in Christ's Hospital.

How this day is passed at most of the great public schools.

The hall.

Menial services.

The Blue Coat dress.

There can be no doubt that the dress is singular, but I have not heard that it is disliked or gives pain to the boys. The best defence that I have heard made for its use is that it affords much protection to the boys when out on leave in the town. I think if the school remains in London it will be necessary always to keep up some peculiar style of dress which shall be easily recognized, or else to curtail the boys' liberty a good deal. If, however, the school were removed into the country this argument would of course cease. Another argument for the maintenance of this dress is that it is necessary to put some decided mark upon the boys in order to keep persons of substance from availing themselves of the benefits of a charity intended for the needy. I do not think this argument is worth much. Boys are sent to Christ's Hospital while still too young to know or feel much of the stigma attached to the wearing of a charity dress. Parents who, being persons of substance, are willing to throw upon a charity like this the entire charge of maintaining and educating their children, are not likely to be much affected by their children's annoyance at the eccentricity of the dress. To endeavour to restrain their greediness and selfishness by putting their boys into a ridiculous dress is like the Irish method of trying to intimidate an absentee landlord by shooting his agent. I am inclined, indeed, to think that in all these middle schools, public money spent in clothing the children is badly spent. Such children would all, no doubt, be decently clothed if left to their parents or nearest friends; and in that

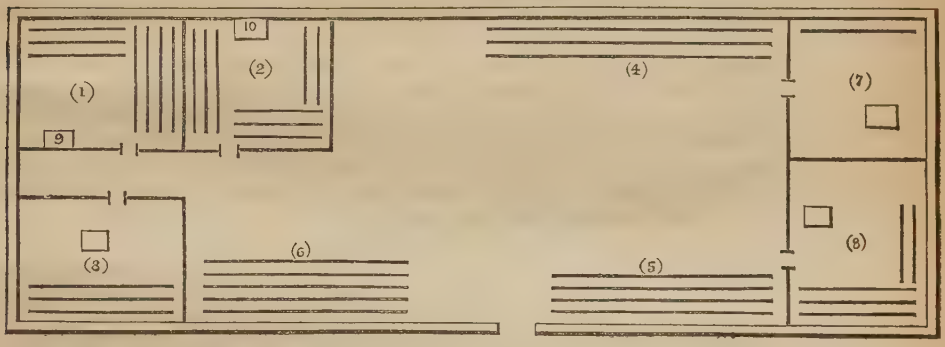
case the money now spent on clothing might be used to extend the benefits of the charity. In fact the application of middle class endowments to the purpose of clothing is a waste of such funds.

II. *Tutorial Superintendence. Lower Grammar School.*

II. Tutorial superintendence. Lower Grammar School.

The Commissioners will have remarked that there are two parallel first and two parallel second forms in the Lower Grammar School in London. I only inspected one form in each of these pairs; but I inspected and examined every other form in the school. The number of boys in these two forms is objectionably large, and must be a detriment to the general standard of attainments in the school. The actual number of that branch of the first form which I visited was 73; but it would be increased to 118 in a few weeks by the removal from Hertford. The parallel form would be increased in a similar manner; and the total of the first form would then be enormous. On the occasion of my visit to the form, Division II. happened to be in the Grammar School. The division was in two sections. The master occupies a little class-room, boarded off at one corner of the Great Grammar schoolroom; and while one section comes up to him to say grammar or construe, the other sits outside in the large room under charge of a monitor. The division of the form into sections is a good plan; and is the one I have recommended for the first form at Hertford. But it is a very bad plan to allow the boys to work away from the master's eye under the charge only of one of their fellows; and the practice of leaving the door open gives the master only a partial view of the boys. I may as well state here what is the system on which the Grammar School buildings are arranged. The following is a rough outline of the arrangement of the forms in the Great Grammar School:

Plan of the Grammar Schoolroom.



In the class-room marked (1) sits the upper grammar master with the Grecians. In that marked (2) his assistant with the Deputy Grecians. In that marked (3) the master of the Little Erasmus. In that marked (7) one of the masters of the first form. In that marked (8) one of the masters of the second form. At the desks marked (4) sits one section of the first form, while the other is in class-room. At those marked (5) sits similarly a section of the second form. At those marked (6) sits one parting of one division of the Little Erasmus, while the other parting is in class-room (3) with the master. At this group of desks also sits the Great Erasmus to prepare its lessons, the master sitting in a class-room upstairs, and sending for the form when it is time to hear the lessons. Thus they are only under his eye when saying, and not when preparing a lesson. The class-rooms marked (1), (2), (3), are

Arrangement of forms.

only skirted with boards having glass upwards from about the height of a man's waist. But those marked (7) and (8) are entirely boarded; and the only view that the masters in them get of those sections of their forms which are sitting at desks (5) and (4) outside is through the open doors. The master of the third form who is first master of the Lower School, does not sit here, but in a separate class-room in another part of the building; and in another class-room, opening out of his room, but not under his eye, are the other first and second forms. The Commissioners will remark what a singular arrangement this is. The first master of the lower school has none of his assistants under his eye, but two of them are under the eye of the upper grammar master who has no authority over them; while the boys of the Great Erasmus sit in a position in which it is almost impossible for anyone to control them. The upper grammar master cannot see them for he sits at a desk marked (9) with his back to the schoolroom; and the master of the Little Erasmus has no authority, even if he had leisure to look after them through the glass of his class-room. The only person who sees them is the upper grammar master's assistant who sits at the desk marked (10), and through the glass of his class-room has the best view of anyone in the room. But then he has less authority than anyone, being only an assistant and not a full master. I noticed when I was inspecting the deputy Grecians some disorder among the sections in desks (4) and (5) and among the Great Erasmus, as indeed it is obvious there would be under such circumstances.

The first form.

But to return to the first form. I found the boys working at the "Latin Beginner," the same book as that used at Hertford; section B. preparing while section A. comes up to say what it has learnt. They rattle off the rules orally. No attempt is made at explanation or illustration. Time is short; the boys numerous; and all that is desired is that they shall say the rules and their examples quickly by heart. On this occasion section A had four rules to say with an example to each.

When they had said them all round they went out, and section B came in and said the same. Then section A returned, and construed and parsed according to the printed form (page 494) some lines in Phædrus. Then section B returned and did the same. Then section A came up in Greek. This is the first form in which this study is begun. Since Christmas they had been over the uncontracted nouns twice, and were just beginning the contracted nouns. Having said their declensions they again retired, and section B came up again with similar work. Verbal exactness in the repetition of grammar rules and rapidity and precision of parsing according to the printed form is all that is required. It must be remarked, however, that the boys in this form do a little written exercise upon slates. They do them sitting out in the room, and there is of course no guarantee against copying. This is the only form in the Lower Grammar School which does any written exercise, as it is not a regulation of the school that they should do any. But the master told me that he found so much evil arising from the practice of saying all the exercises orally that he took upon himself to institute some writing of exercises upon slates. In this, as in many other matters, the absence of any proper control and authority over the Lower School was very apparent. The age of the boys in section A was 12 years 2 months. They had been two years five months at Hertford, and 11½ months in London. Section B was 11 years 3 months old. They had been two years two months at Hertford, and only one month in London.

The second form.

In the second form I found that section A was aged 12¼; had been in London one and a half year, and in the form nine months. They

were construing and parsing Cæsar, using the Eton Latin grammar, but with the rules in English. Section B brought up some Greek Delectus. Their age was $12\frac{1}{5}$ years; time in London one year four months; time in second form scarcely three months. It should be observed that promotions from this form as well as from the first forms are made entirely by the master of each. The examinations by the first master of the Lower Grammar School at Christmas, and by the public examiners at Midsummer, do not affect the promotions at all. The boys take places during the lessons by their oral answering; and by the general result of these placetakings throughout the half-year the promotions are made. There is no marking whatever for written work. All placing is done by oral work; and all lessons are prepared in the great school, partly within the master's sight. The reasons given for the boys doing no written exercises are, (1) They cannot do them at night, as they go to bed at 8. (2) They cannot do them in school, as they are not under the master's eye, and might copy. (3) There would be no time to look them over. This want of written exercises is a great defect. It causes the boys to be weak in the *application* of their grammar rules. They learn the rules very perfectly, but do not learn to *use them*. By the system of doing the exercises orally the more intelligent boys are kept back, while the more backward boys are blundering on slowly. Looking to the general age of the boys, the amount of grammar they have learned is large; but unfortunately they have not learned to apply what they have committed so accurately to memory. A smaller amount with more explanation and greater variety would render them more intelligent.

The third form.

In the third form I found 77 boys, 39 in the first and 38 in the second division. The boys in this form do Greek and Latin grammar, Greek Delectus and Ovid; they also use Ellis' English-Latin exercises, but they never write any, all their work being done orally. The boys of the second division, whose age was $12\frac{1}{4}$ years, who had been in London scarcely two years, and about two months in the third form, construed and parsed in the portion of the Greek Delectus and Ovid which they had read during the half year with readiness and accuracy, but with the same want of intelligence which characterized the lower forms. In order to see how they managed their work I requested them to prepare six new lines of Ovid, allowing them half an hour to do it in, and asking that it might be prepared in the usual manner. They were six very easy lines from "Philemon and Baucis," in Bradley's Ovid. By the end of the half hour only 23 out of the 38 had got the passage done; the rest had been unable to manage it, although they all helped each other and were allowed to talk and communicate freely. The 23 boys who had finished construed the passage fairly. There were several grave defects in the condition of this form which I regret to be obliged to mention. (1.) In the first place, the order was by no means satisfactory; noises were made by the boys when in class, there was much idling and inattention, and, generally, a want of discipline. Some of the cleverest boys in the class seemed to me to be very idle. The average run of the work was evidently too easy for them, and they were amusing themselves a great part of the lesson-time. I am happy to be able to say that this was the only form in the whole school in which I found the discipline unsatisfactory. I thought there were some clever boys in the form; but they were underworked, allowed to trifle, and not brought out and pushed forward. (2.) One reason, perhaps, of the evident want of real genuine hard work in this form is the vicious method of marking and placing the boys. The master has all the promotions in his own hands, and those promotions depend on

the place a boy occupies in the form at the end of a half year. The examination, which is a very short affair, and merely oral, does not affect the promotions at all. Now each boy's place depends on the marking during the half year, which is all for oral work, and is done according to the following system. The boys take places at every lesson, but the master does not register their places after every lesson. He does that only occasionally, and thus all the boys' positions are determined by their places at the end of any lesson he may happen to mark. Besides this, he tells them, before the lesson begins, whether he is going to mark for that lesson or not, so that the boys actually know whether it is worth while to pay attention to the lesson or not. The Commissioners will readily conceive what a serious blunder is committed in handling boys thus, particularly when they recollect that this is the form in which a boy's career is determined more than in any other. As I have already explained, no form in the school is more important than this. (3.) Another reason of the backwardness of this form is the want of written exercises. Written exercises, in Greek and Latin, ought to be worked by boys, who have been two years learning Greek, at the age of 12¼. But neither is done. The consequence is that if the boys are told to apply their grammar rules by way of an easy exercise they make a most extraordinary failure. Thus, for example, I gave them Paper XVII., question 4, to do upon slates, and was astonished at the mistakes they made. It seemed as if, when set to write or apply their grammar rules, all their knowledge vanished. They made the grossest false concords, and did not know the Latin for such common words as "girl." In this form there would be no difficulty whatever in having written exercises done in school, as the boys are all under the master's eye, being quite close to him, and have all desks at which to sit; indeed, these same boys do exercises in Ward for their French master.

Conclusions as to the Lower Grammar School.

In conclusion, the whole of the Lower Grammar School might, it seems to me, be much more satisfactorily worked if placed under the direction and control of a good "head master of the classical school." There is at present a want of system and efficient supervision which is most unfortunate. The whole school wants frequent reviewing, a more systematic organization, and greater responsibility of the masters to the head master. The present headship is little more than nominal, and the system of promotion is not satisfactory.

Upper Grammar School.

Upper Grammar School. The Little Erasmus.

The Little Erasmus has two divisions, the total number of boys in which was at the time of my visit 72. The upper division, when the half-year began, contained 36 boys; but four had been discharged as superannuated by the date of my visit. The age of the boys in this division was 14 years 2 months, time in London 3 years 2 months, time in the form 11 months; they are divided into two partings, one of which works in the large room while the other is with the master in his class-room. In this form they use Dr. Jacob's smaller Latin Grammar, which is a decided improvement on the Eton Grammar used in the Lower School. I may here mention that I was told that the following different Latin grammars were used in the classical schools, viz. :—

(1.) Dr. Jacob's Larger Latin Grammar.
(2.) Dr. Jacob's Smaller Latin Grammar.
(3.) The Eton Latin Grammar.
(4.) The Latin Beginner.
(5.) The Abridgment of the Beginner.
(6.) Dr. White's Eton Latin Grammar.

The first two were in the Upper Grammar School, the third, fourth, and fifth in the Lower Grammar School, and the sixth in the Latin school. There is no reason why one kind of grammar, such as Dr. Jacob's larger and smaller, should not be used throughout the Hospital. The present variety of grammars must be a serious obstacle. The governors are very liberal in allowing books to be introduced, and any one of the masters who writes a book finds no difficulty in getting their permission to use it in his own form. Greek exercises, ancient history, and the laws of prosody are first commenced in the Little Erasmus. Exercises are written over night in the wards. Promotions are made, as they ought to be, partly by the marks of the half-year and partly by examination. This form appeared to me to be well taught. The master questioned his scholars, and they answered him in a manner which showed that they worked well together; and there seemed, indeed, to me to be more intelligence in this form than in any other, except the upper division of the Deputy Grecians.

The Great Erasmus.

The Great Erasmus has, as I have said, the misfortune to prepare a great part of its lessons in the great schoolroom far away from the eye of the master. On the occasion of my visit there were 20 boys in the first division, nearly 12 having been superannuated since Christmas. Their average age was scarcely 14 years, time in London 4 years 1 month, time in the form 15$\frac{1}{7}$ months. In this form the boys begin Latin verse composition, and write their exercises on paper in the ward. On the occasion of my visit Division I. had prepared as their lesson the first 30 lines of Horace Odes iii. 5., "*Cælo tonantem*, &c." They construed pretty well, but not very accurately, nor had they prepared the geographical and other allusions as they ought. In these matters there was a want of exactness and care; I was the more surprised at this as the boys did not make any attempt at translation. For example, I put them on the third ode, "*Justum et tenacem*, &c." They were quite unable to render it into fair English without taking the Latin, being as it seemed only used to construe. Hence I should have expected that they would at least be very accurate. I do not think that the boys in this form work as well as they might. The impression left on me by seeing them in the school-room, and in ward, and hearing them in their class-room was that they do not prepare their lessons carefully enough, and want more vigorous handling.

The Deputy Grecians.

The Deputy Grecians are parted into two divisions, and I found a great difference between the attainments and scholarship of the two. The first division consisted of 20 boys, whose average age was 14 years 10 months, and who had been in the form on an average 2 years. The boys in this division are for the most part bright and intelligent; and I thought them the most promising classical scholars in the school. They were reading the story of the Fall of Troy in the second Æneid. They quoted and illustrated well from what they had read; their memories seemed good; they showed an intelligent interest in the story, and a very fair amount of scholarship. The second division (containing 16 boys, age 14 years 4 months, only 5 months in the form,) did not nearly come up to the mark of the first division; in fact they were backward boys, many of whom would be much better in a modern school. The master told me that many of them were hopeless as regards Latin and Greek. This form seemed to me to be very well taught. They were handled in a quiet but decided and judicious manner, and the first division showed sounder scholarship for their age than any other form in the school. Their composition is carefully worked, but they are, as might be expected, backward in it, especially Greek composition. Some difficulty is occasionally experienced in finding enough boys among

the Deputy Grecians fit to be Grecians. The fault does not, I feel sure, lie with the master who teaches the Deputy Grecians; and I have no doubt the mischief is done before they reach that form. In order to test their general intelligence I gave the Deputy Grecians an essay to write, "On the use of the study of history," allowing them two hours. These essays were upon the whole very careful, but not very intelligent. There was rather a fair level of mediocrity than any talent in them. The writing and spelling were remarkably good, but there was a want of originality and brightness. The essays struck me as the work of painstaking but mediocre minds. No one essay could be called clever; none could be called disgraceful. The following is a specimen—"History "again instructs us in various ways, namely, the customs used by the "ancients, which are very useful to men now who are often travelling "in the Far West and run short of provisions. They then feed on "nuts and such forth, which were the principal provisions of the "ancients. It also instructs us how to build wooden houses, in which "the ancients used to live." I think I trace clearly in these essays the effect of years of grinding at the Latin Beginner and the Eton Grammar in very large forms and under teachers who looked for little more than parrot-like repetition of rules and examples. It is certainly not a system to produce much talent.

The Grecians.

The Grecians of both partings, and the Probationers, had a piece of original composition to write for me in two hours (see Paper XI., question 5). They had their choice between a Latin essay, subject, "Quæritur quisnam fuerit imperatorum veterum summus?" and Latin Hexameters, subject, "Dirus Afer." The maximum marks assigned for this composition were 100. The marks they obtained will be seen on page 511. My general impression of their composition, as judged by these exercises, was not very favourable. There was a want of thought as well as a want of finish in the pieces. The verses of the senior Grecian had no gross mistakes, but wanted spirit. Those of the second Grecian were much the same. Those of the first Grecian of the second parting contained two false quantities, but were more spirited. Those of the third Grecian began in the best style of all, but contained a bad false quantity and an impossible construction, and were few in number. The rest of the verse copies were moderate. The boys were allowed dictionaries and books of reference to work with. The best essays were by the fifth Grecian and the sixth Probationer; the former had some bad mistakes, such as "discernere durissimum est" (it is very hard to distinguish). The latter wrote a great deal in the time, but he had also some gross mistakes. One of the essays was remarkable for its historical slips, such as "The invasion of Italy by Xerxes and Mardonius," "Thucydides, who advised the Athenians to take to their ships," &c. All of them were poor in thought and Latinity. It will be seen that the average age of the six third-year Grecians was 18 years 5 months; of the seven second-year Grecians, 17 years 5 months, and of the seven Probationers, 16 years 4 months. The average age of the whole 20 was 17 years 4 months. Unfortunately two of the most promising in the second parting were absent owing to domestic bereavement. I heard the upper grammar master take the Grecians and Probationers in Æsch. Prom. Vinct. and questioned them myself in the grammar, &c., of the text. The Master taught and handled the class very well; and the boys showed sound grammatical knowledge, and had mastered the translation of the text well; but their range was narrow, and there was perhaps only one among them who showed any brilliancy. They seemed to me to be diligent and painstaking; but I should have expected to find more talent among them. Indeed, after

what I saw I cannot help thinking that either the system of education is not such as to give scope and play for talent, or that the clever boys, by some mismanagement do not reach the Grecian's form at all. Something also is, no doubt, due to the want of competition among the Grecians. Living as they do in London, and coming many of them of mercantile families; mixing much on leave days with men of business, and seeing what large fortunes are often made in commerce, and pressed by the natural irksomeness of schooling, many boys, I am told, positively *prefer not to go off to college*, but to pass off earlier into situations. I believe this is particularly the case in the Great Erasmus, the master of which ought to be an enthusiast, one capable of inspiring the boys who have mastered the rudimentary difficulties of grammar with a love of literature, and of stimulating them to great efforts. Even the Probationers appear to contend very languidly for the exhibitions. They do not fight as we used at school, in our sixth form of 30 boys, for our two exhibitions to the Universities with might and main. They are like a crew rowing over a course; they do not strain every nerve, but are inclined to lie upon their oars.

The Tables in appendix II. show the arrangement of time, &c., for the grammar schools during the quarter in which my visit was made.

The Latin School contained, as I have said, at the date of my visit more than $\frac{1}{5}$ of the entire number of boys in London. I was much interested in visiting this department, as it affords almost an unique instance of a large number of boys congregated together, all over the age of $13\frac{1}{2}$ and all avowedly specimens of the failure of classical education. I doubt whether any school or institution in the world offers such a phenomenon. Here I had an opportunity of seeing 152 boys brought up from early childhood on Latin and Greek grammar according to a regular well-defined system, and who had failed by $13\frac{1}{2}$ years to construe easy extracts from Ovid and Greek Delectus creditably. Some of them had never acquired the power of doing the work of the third form satisfactorily. Many had failed in the second forms; and some had never even got beyond the first forms. The half-year was begun with 165 boys, or $\frac{1}{4}$ of the whole number in London. Hence it was clear that 13 had passed out of the school between January 18th and February 22nd, the date of my visit. The master had made a calculation that at the beginning of the following half year he should receive from the third form 23 boys, from the second forms 25 boys, and from the first forms 9 boys; in which case his total number of boys would be in June 1866, about 177. The Latin school is held in a long large room, which was once I believe a ward. It has a classroom attached to it, in which the master sits with one of the sections, about 28 boys, while the other two sections, about 56 boys, sit outside in the large room under the pupil teacher. The walls of the schoolroom are quite bare: there are no maps, illustrations, or plans on them; nothing whatever to draw out any interest in the boys. I have already explained what is the instruction given in the Latin school. Its object is said to be to give the boys, as far as possible, a practical use of the Latin language; to make them apply the knowledge of Latin to their own language. How far this object is secured the Commissioners may judge. I saw the whole of the second and part of the first division at work and examined them in some of their subjects. Section C of the second division, the lowest in the school, contained 21 boys. Their average age was 14 years 1 month, they had been at Christ's Hospital (Hertford and London together) $4\frac{1}{2}$ years, in the Latin school four months. They were quite unable, after preparation to construe a little bit of Eutropius without help. I ascertained that several of these boys

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were to be sent to school again on leaving the Hospital; some were going to King's College School and some to private schools. Section B consisted of 21 boys aged $14\frac{1}{2}$, time in Christ's Hospital $5\frac{2}{3}$ years, time in the Latin school $9\frac{1}{2}$ months. They were quite unable to render into Latin such sentences as "The good boy loves his kind father," correctly. To Section A the master gave the following $3\frac{1}{2}$ lines for dictation; an exercise which was evidently, and not unnaturally, beyond their powers. It was, however, the regular work of the class:

> Invidiæ domus est imis in vallibus antri
> Sed quoquo ingreditur florentia præterit arva,
> Exuritque herbas, et summa papavera carpit.
> Quo non livor adit?

None of them wrote it correctly, their average number of errors being almost three ($2\frac{2}{3}\frac{3}{6}$). After the mistakes were corrected, they construed and then parsed the passage, and had some etymological explanations given them by the master. Then they prepared a piece of Virgil, Æn. VI., *the amount required being seven lines in* $\frac{3}{4}$ *hour.* Their age was $14\frac{3}{5}$ years; they had been $6\frac{1}{3}$ years in the Hospital, of which 2 years 1 month were spent at Hertford; and $11\frac{1}{8}$ months in the Latin school. This passage, at the end of $\frac{3}{4}$ hour they construed through pretty correctly. The A section of Division I. consisted of 28 boys (age $14\frac{1}{2}$ years, time in the Hospital six years, time in Latin school 10 months). They did the same piece of dictation as the other Section A rather better, having an average of $2\frac{1}{4}$ mistakes, and two being free from error. But they quite failed to render the passage at sight into English. I gave them a piece of English dictation, six lines from a leader in the *Times* of that morning; 22 of them did it correctly, the general average of errors was $\frac{3}{11}$ of an error to each boy. This shows that they had been well-worked in the English school and could spell well. I then gave them Paper XVI., questions 1, 2, to work on their slates, allowing them half an hour to do them. This work they were entirely unable to do. Inflexions, concords, all rudiments of grammar, were very wrong. Their vocabulary also was marvellously deficient. In short the whole inspection of the Latin school convinced me that as a linguistic training Latin had been an entire failure with all these boys. It may have helped to teach them docility, but nothing more. And can the warmest partisans of early classical education maintain that French and German would not have taught them this much with better hopes of their brightening up? That these boys are not incapable of learning was evident from the progress they make under the first master of the English school. If, moreover, it is true, as stated by one of the masters, that "about 180 out of 200 boys in the Hospital go into commercial life every year," and that *these youths are almost always found to be characterized by integrity, intelligence, and energy,* it is not clear that the failure with them of classical education shows that the best system of instruction cannot have been tried with them; and is it not possible that sounder and earlier instruction in English, French, and the elements of mathematics and physical science would have produced some of that ability which seems to be awakened the moment they become interested in the affairs of practical life? At any rate the present system of the Latin school is an unquestionable failure. It would be a greater kindness to discharge the boys at once when they reach the age of $13\frac{1}{2}$ years than to keep them on in this fashion. The master is hopelessly overwhelmed by the number of his scholars, and is working on a system in the efficiency of which he evidently does not believe; but he is a good scholar and has the boys admirably under control. They lead a quiet existence, behave like gentlemen, and seem attached

to him. I never spent a day in the company of more quiet well-behaved lads in my life. The time tables for the Latin school will be found in Appendix II.

The English and Commercial Schools are held in one large room and two class-rooms. One side of the room is called the commercial side, the other the English side. The room is large and lofty, but it is not very well lighted, and it wants either sliding wooden partitions or curtains between the classes. There is much distraction from the noise and echo of so many classes at work orally. My conclusions after a long and careful examination of both schools, the details of which it will be unnecessary to give, were, as regards the *Commercial School*, that writing is very well taught. The system and methods of teaching it are good and the results highly satisfactorily. The boys almost all of them obtain a clear round hand, and this no doubt, with the ability to work sums in addition and subtraction of money, and the good spelling which they acquire in the English school, is sufficient to enable them to get any ordinary situation. The fault I have to find is in arithmetic. The boys are not sound enough in the principles. They hurry on too fast to get to the commercial rules, without having acquired a proper clearness, readiness and facility in handling vulgar and decimal fractions. The scientific element in the arithmetic is weak. I believe that is owing in a great degree to the want of time. So much time is given to the grammar schools that the teachers feel themselves obliged to hurry forward in order to render the boys fit for the mathematical school by the time they enter the Great Erasmus. As soon as the boy enters the Great Erasmus, that is on an average at 13 years, he is removed to the Mathematical School, and the commercial master is expected to have taken him through a complete course of arithmetic before that time. The classification and promotions being all made by place in the grammar school, is also a hindrance. Instruction in the science of arithmetic is from the first postponed to that in the science of grammar, and of course the former goes to the wall. I think also that some mental arithmetic ought unquestionably to be done in this school. The subjects done in the English school are reading, dictation, British history, and modern geography. No English grammar or analysis is done. Here, as at Hertford, boys are supposed to learn their English from their Greek and Latin grammars. All the boys in the school come in except the Grecians and Deputy Grecians, and I noticed particularly how much better the bigger boys of the Latin school did in history, geography, and English dictation than in Latin. The first master of the English school calls out their sympathy and arouses interest in them. He takes much concern in their progress and handles them with ability. I think the English school is as well worked as time permits. Analysis of sentences and English grammar generally ought not to be omitted. Otherwise the school seemed to be well worked. It is certainly true that when the boys leave this school "they know very fairly the outlines of British History, have a fair and competent knowledge of modern geography, and are able to spell correctly." Reading seemed to me to be the weakest point, and they should certainly do analysis. The time-tables of the English and commercial schools will be found in Appendix II.

The English and Commercial Schools.

The Mathematical School is held in a good sized room, somewhat defective in black-boards and easels, and like all the other large rooms wanting in partitions; but otherwise a good room. This school is divided into three parts, viz.: (1.) The Upper Mathematical, which contains all boys whose classical rank is that of the Great Erasmus and upwards. (2.) The Lower Mathematical School, consisting of about

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120 boys selected on the recommendation of the Commercial Master, from those whose classical rank is that of the Little Erasmus and Latin school. (3.) The Royal Mathematical School, which contains all boys whose parents have undertaken that they shall go to sea; and who on their coming up from Hertford are found to know the multiplication table and first four rules of arithmetic. Thus there are both arithmetic and mathematics taught in this school; but with the Grecians and Deputy Grecians nothing is done but algebra, geometry, trigonometry, conic sections, and the higher mathematics. They are divided into "*partings*" according to the mathematical proficiency. In the Lower Mathematical School, the principal work is Euclid, algebra, some trigonometry, and occasionally arithmetic when boys are found deficient therein. In this branch of the school boys are divided into "*sections*" according to their mathematical proficiency. In the Royal Mathematical School a good deal of arithmetic and some algebra and Euclid are done; and the boys also study navigation. The whole is taught by three masters, who divide the work among them; the head master having control over the two others. At the time of my visit the head mathematical master, who was examined before the Commissioners, had resigned, and had been succeeded in his office by his second master, who was evidently a very valuable teacher, taking the greatest interest in the success of his scholars, and teaching them, as will be seen, with very good results. The number in the whole Mathematical School at January 1866 was 240, viz.: Upper school 90 (20 Grecians, 40 Deputy Grecians, 30 from the Great Erasmus.) Lower school (109 from the Little Erasmus and the Latin School.) Royal Mathematical School 41. Total 240, under three masters. The boys in the Lower Mathematical School seemed to me to be pushed forward a little too fast. I found them doing the sixth book of Euclid, but by no means sound in the third and second books. I also thought them rather unsound in the handling of algebraical fractions, though they were working at quadratics of two unknown quantities. I gathered also that they had not been thoroughly well-grounded in the science of arithmetic. Indeed, the masters of the Mathematical School had of late found it necessary to supplement the work of the Commercial School in this respect. The want of a black-board was very observable in this class. Suppose the master wants to teach a new or illustrate an old process in algebra, he has to work it on paper, the boys meantime not seeing what he is about. Then he has to turn the paper round so that the class which is clustering round his desk may see it. Even then some boys can hardly see it; and, on account of the crowding, if a boy chooses to neglect looking, he can easily do so. With a large class it is very objectionable to have them hanging round the master's desk in this fashion. With so much oral working as exists in this school, black-boards are an absolute necessity. In the Upper Mathematical School, I found the lower division of the Deputy Grecians (eight boys, aged 14, time in the London school 8 years 4 months, time in Deputy Grecians' form $2\frac{3}{4}$ months) had done three books of Euclid, and algebra up to quadratics. Owing to the want of a black-board, the boys bring up little bits of paper on which they do the figures while clustering round the master's desk to say the Euclid orally. Hence there is some difficulty in making them change the figures or letters, and generally much inconvenience is felt. The master, however, frequently interrupts and causes the boys to explain; and I found when I made them change the figures and letters that they could get on very fairly. They also do deductions, and generally appear to be well taught in Euclid. After this they went down to the desks and worked Paper XXVI., questions 5, 6, 8, 9, 10, being allowed one hour.

They got an average of $2\frac{1}{2}$ each right, and their work was done in very creditable style. Two boys (brothers) did the whole almost entirely right, and in very good style. This was very satisfactory work for their age and standing. The Grecians (18) and first parting of the Deputy Grecians (8) worked Paper XX. in algebra, trigonometry, conic sections, and differential calculus; being allowed $3\frac{1}{2}$ hours. The maximum of marks for the Paper was 200. One boy, the fourth Grecian, evidently a most promising mathematician, obtained 188 marks. His Paper was very complete. The seventh Grecian obtained 155. The second Grecian 147; showing much correctness and a good understanding of principles. The first Probationer obtained 112 marks. His work, however, was not very satisfactory. He worked by rote without understanding. No others obtained over 100 marks. The number of marks obtained by the whole 26 for each question will be seen from the following table. On the whole this work is highly satisfactory, and most creditable to the late and present masters of the mathematical school. The marked characteristic of the papers was the large amount of ground covered, some of the boys being only about 15 years old. Probably very few of the public schools would produce more than two or three boys who had read so much as some 10 or 12 of these Grecians. A natural result was that some of them (among the Probationers especially) seemed not fully to understand the higher work. But the head master explained to me that they had been pressed forward rather rapidly, in order to give them a general idea of the subject; with the intention of taking them through it more carefully a second time. Doubtless if I had come later in the half-year I should have found many little gaps in the higher work filled up. The conic sections were particularly well done, and the result on the whole was decidedly satisfactory. The Mathematical School is evidently in good hands, and the Governors have every reason to be proud of it. The time-tables for this school will be found in Appendix II.

Question.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
Maximum -	9	8	17	22	8	15	9	17	8	9	8	10	12	17	24	7	200
First Grecian -	3	8	14	2	3	–	2	16	8	4	–	7	–	8	6	–	81
Second „ -	9	8	14	14	8	–	6	17	8	3	8	10	7	16	20	–	148
Third „ -	9	8	17	4	4	4	8	3	5	5	–	6	–	–	6	–	79
Fourth „ -	5	8	17	22	10	15	9	15	8	9	8	7	9	17	24	5	188
Fifth „ -	5	8	17	–	3	–	4	3	8	–	–	4	6	–	–	–	58
Sixth „ -	5	8	7	4	2	–	–	–	2	–	–	5	6	8	6	–	53
Seventh „ -	6	8	15	14	8	15	6	12	7	8	8	11	6	8	18	5	155
Eighth „ -	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	abs.
Ninth „ -	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	abs.
Tenth „ -	8	7	17	4	3	–	3	10	8	–	–	–	–	8	6	–	74
Eleventh „ -	4	8	12	4	3	–	4	9	8	1	–	–	–	8	–	–	61
Twelfth „ -	5	4	14	4	4	–	3	12	8	4	8	–	6	8	15	–	95
Thirteenth „ -	5	4	10	4	3	0	1	6	8	4	8	9	0	8	5	–	75
First Probationer	3	8	9	10	4	1	2	15	5	4	8	10	5	14	14	–	112
Second „ -	6	4	11	4	4	3	7	6	8	1	–	–	–	–	–	–	54
Third „ -	7	8	12	12	3	4	2	6	8	1	–	6	4	8	6	0	87
Fourth „ -	4	4	7	4	–	–	1	3	7	1	–	–	–	–	–	–	31
Fifth „ -	5	4	12	10	4	0	2	9	8	–	–	5	6	8	12	–	85
Sixth „ -	4	8	12	4	–	–	2	4	5	1	–	–	–	–	–	–	40
Seventh „ -	6	8	7	4	3	–	5	3	3	1	–	–	–	–	–	0	40
1. Deputy Grecian	5	4	10	12	9	11	7	6	3	9	–	–	–	–	–	–	76
2. „ „ -	3	8	11	11	2	0	2	6	5	3	–	–	–	–	–	–	51
3. „ „ -	7	8	12	4	3	1	4	10	8	4	–	10	–	–	–	–	71
4. „ „ -	5	2	2	4	2	3	3	–	–	–	–	–	–	–	–	–	21
5. „ „ -	3	8	12	2	3	6	7	3	8	4	–	–	–	–	–	–	56
6. „ „ -	5	8	7	4	7	0	5	10	3	4	–	–	–	–	–	–	53
7. „ „ -	3	8	15	12	4	5	6	5	8	8	8	8	–	–	–	–	90
8. „ „ -	8	7	6	10	3	–	7	8	3	4	8	10	–	–	–	–	74

The French School.

The French School is held in three rooms. viz., two upper rooms separated by a wooden partition, and a class room below, in which the head master of the French school teaches. At the time of my visit there were 558 boys learning French, viz. : 232 under the head master; 164 under the second master ; and 162 under the third master. Under the third master I found division I section A working, which had only commenced French since the beginning of the half year. Their average age was 12 years 10 months. They had been in the London school two years five months. They belonged to the third form and the Latin school. Five of them only had ever learned a word of French previously, and that simply the merest smattering. These boys have lessons in the article, noun, and one auxiliary (*avoir*), and no further. Many of these boys leave the Hospital before the age of 15, having obtained situations, and in that case they often do not get more than a few months at French, or even less. The third French master teaches well. He explains freely with the black-board, and the boys seem to make very good progress under him. They are kept in very good discipline, and evidently do very satisfactory work under him. Under the second master I found division 1, section A, 27 boys. They belonged to the Little Erasmus, third Form, and Latin school. Their age was 13 years 10 months, time in London 3½ years, time in French school two years, time in this class 13 months. These boys were translating from Gil Blas, but they had not learned in grammar beyond the second conjugation of regular verbs. Under both these masters the discipline was very good. They were able to keep the boys well in hand and make them work. The exercises from English into French seemed to be well done, and carefully corrected ; and it is worth observing that these boys of the third Form, who do no written exercises in Latin or Greek, are made to do them in French from the very commencement. The weakest part of the work under these two masters seemed to be the translation from French into English, and the application of grammar to such translations. The books used for this purpose are not so good as they might be. The head master of the French school is, however, quite sensible of this deficiency, and the only reason why it is not remedied is that they have a large stock of these books on hand. All these boys are very backward in pronunciation. Owing to the late age at which they begin French, and to the fact that French occupies such an inferior position in the school curriculum, it is a matter of extreme difficulty to get them to imitate the nasal sounds, or to take any pains with their pronunciation. I do not think that these boys get on at all faster in French from the drilling they have had in Latin and Greek grammar. Indeed, in some respects I believe they are retarded. It is sad to see so many of these boys just about to leave school, to whom French would be immensely valuable in their commercial life, and who have not been able to get far enough in the classics to appreciate their literature, but who might all have been made familiar with the best French authors if they had begun earlier, and might carry away with them from school some real interest in literature, just grovelling in the auxiliary and regular verbs, unable to pronounce intelligibly, unable to translate an ordinary letter of business, and with no power of speaking French or understanding it when spoken. These boys sometimes come back after they have been discharged from the Hospital, and ask the second master to give them some further help in their French, because they find it will be so valuable to them. No such event has ever happened to the Latin schoolmaster. No boy ever came back to him for help in the continuance of his Latin studies. The head French master is a man of much

talent and ability; and he possesses two very important qualifications for the office. He speaks and writes English thoroughly well, having resided some years in this country, and he is a good scholar, a man of cultivation and research. He has, I believe, given evidence before the Commissioners as to his method of managing the French school. It will therefore be unnecessary for me to say more than that the means he has adopted for causing the boys to respect him and his assistants seem to have been thoroughly effective; and the discipline throughout the French school is excellent. Of course, as I have remarked in Appendix III., in reference to the Whitechapel Foundation Commercial School, nothing will cause boys to throw their whole heart into their French studies except the allowing to those studies an equal place with the classical work. No amount of discipline will cause these Grecians, who are languid even in Greek and Latin, to make their utmost efforts in French. But this is not the French master's fault. He does all he can to interest them. He brings in books of contemporary French literature, reads and dictates passages, and lectures with much ability on idiomatic and conversational phrases. On the occasion of my visit he lectured to the Grecians and Deputy Grecians on certain peculiarities in the gender of substantives and adjectives; as for example the exceptions to ordinary rules in the gender of such words as *Pâques, œuvre, chose,* &c. The lecture was interesting and full of matter. After the lecture the master read a piece of dictation, eight lines to the whole class, 34 boys. I looked this dictation over carefully. It was not at all well done. The average number of errors was nine to each boy. The 19 Grecians having an average of $7\frac{14}{19}$ errors each. No one wrote the passage correctly, and the mistakes were such as to show a want of sound rudimentary knowledge. Then the Grecians took Paper IX., questions 1, 3, and Paper XIX., questions 2, 3; the maximum marks for which were 100. The work in this was very poor, as will be seen from the following marks. With the exception of the third Grecian they were all quite unable to manage the translation. Their vocabulary was very defective, and their rudimentary grammar very imperfect. I was particularly struck by their inability to answer the two rudimentary questions in Paper XIX. It is very clear that the instruction in French does not produce such satisfactory results as one would be led to expect from the ability and zeal of the head master. The boys know the language neither conversationally nor grammatically. I believe that this inadequate result is owing to the same causes which make the classical composition in the Grecians' form inferior to that in our best public schools, aggravated by the late age at which the boys begin French, and the little importance which those who are proceeding to the Universities attach to the subject. "One man may take a horse to the water," says the proverb, "but 20 cannot make him drink." You may set large stores of knowledge before a boy, but if the stimulus be wanting he will not digest it. A willing student might get an admirable French education in the French school at Christ's Hospital, if he had time allowed him. As matters stand I wish that I could call the results satisfactory. It must be remembered that the present head master of the French school had only been at Christ's Hospital a little over two years at the time of my visit, and that a good deal of the first part of his time as master was occupied in organizing and ordering the school. He is not responsible for the grounding of these Grecians. The following table shows the result of the whole written examination of the Grecians and Probationers :—

Table showing the result of the examination of the Grecians and Probationers.

Position.	Age.	Time in London School.	Latin Essay. Max. 100.	Latin Verses. Max. 100.	Mathematics. Max. 200.	Time in French School.	Errors in French Dictation.	French Translation. Max. 40.	French Grammar. Max. 60.
	Y. M.	Y. M.				Y. M.			
First Grecian	18 5	8 0	–	60	81	8 0	3	5	10
Second „	18 2	9 7	–	60	148	7 6	6	5	10
Third „	18 2	8 2	–	40	79	7 2	1	20	33
Fourth „	18 4	7 7	20	–	188	7 2	2	0	5
Fifth „	18 9	8 6	30	–	58	8 2	8	0	0
Sixth „	18 8	8 2	–	30	53	5 6	11	5	0
Seventh „	17 1	7 2	–	60	155	6 6	3	10	30
Eighth „	17 6	7 7	Absent.	Absent.	Absent.	7 2	Absent.	Absent.	Absent.
Ninth „	17 0	7 7	Absent.	Absent.	Absent.	6 2	4	0	5
Tenth „	17 11	7 8	20	–	74	6 2	17	0	0
Eleventh „	17 1	7 2	–	50	61	4 6	13	5	0
Twelfth „	17 7	7 2	–	30	95	4 6	5	5	0
Thirteenth „	17 7	7 7	–	20	75	6 6	3	10	5
First Probationer	16 7	6 7	–	10	112	6 2	6	0	0
Second „	16 0	6 3	20	–	54	5 2	8	0	5
Third „	16 0	6 7	20	–	87	6 2	4	5	12
Fourth „	16 9	6 10	–	–	31	6 1	15	5	5
Fifth „	16 2	6 10	–	40	85	5 6	11	0	0
Sixth „	16 4	6 7	50	–	40	5 7	10	5	10
Seventh „	16 9	6 7	–	20	40	5 1	17	0	0

The Drawing School.

The Drawing School contains two distinct classes of pupils, viz. : (1) The Ordinary Blues, who are divided into 10 *sections*, of which four attend the school once a week, and six twice a week. These boys are required to attend the drawing school as soon as they reach the third Form in the lower grammar school. (2) The Royal Mathematical boys intended for sea service : who are divided as has already been stated, into *orders*, and attend the drawing school twice a week. The drawing school is divided into an upper school, in which the boys are taught by the first master, and a lower school in which they are taught by his assistant. The rooms in which the two schools are held are adjacent to one another, in one of the towers of the northern part of the buildings. They are not *very* well suited to their purpose, not being well lighted, and there being no means of preventing cross lights. On one of the occasions on which I visited them, there was a very bad light. The rooms are only just passable ; and it would not be easy to carry drawing to any great extent in them. I visited the Drawing School twice. On the first occasion I found seven Mathematical boys and 23 Ordinary Blues in the Upper School. The course taken by the Ordinary Blues in the Drawing School is as follows : (1) Freehand. (2) Practical perspective, along with first outlines of objects, no shading being allowed except from the round, or until the elementary principles of perspective are mastered. (3) Highly shaded objects ; with the master's supervision and help. (4) Familiar and less complex objects without any help. Lessons are given throughout on the application of principles to common objects. The Royal Mathematical boys take the same course until they reach order III, when they begin their special technical education in drawing. The course in this is (1) Charts from the flat. (2) Marine objects from models. (3) Headlands, or marine surveying *from the round.* Formerly they copied these from the flat, having only engraved surveys to copy. But now the head master has contrived a model of a coast line, with its hills and indentations, very cleverly executed, which interests the boys much, gives them much better practice than the flat engravings, and is, indeed, as near an approach as possible to the actual drawing required in the service. I traced the course of several boys from the time they had entered the

drawing school, and though they made excellent progress. It was a great refreshment to me after the quantities of utterly worthless drawing I had seen in many middle schools, both private and public, to find a school in which the subject was scientifically taught upon sound principles. There is no indulging of boys here with printed landscapes to copy before they have learned the first principles by which the draughtsman should be guided in transferring nature to the flat. The boys are all taught in a well considered course ; and it was easy to see here that a study well taught can be made as interesting to boys as the same carelessly and unscientifically taught. On the second occasion of my visit to the Drawing School, the head master gave (*a*) a lesson on perspective ; subject, a Skeleton Cube, (*b*) a lesson on geometrical freehand. The lessons were well given under great disadvantages ; the studio being crowded with desks, and their being no proper arrangements for the delivery of a lecture, so that it was difficult to secure the attention of all the boys at a time. My opinion of the Drawing School was decidedly favourable. The boys seem to be taken through a sound and judicious course, calculated to train them in the principles as well as the practice of drawing ; and with results very creditable to their teachers.

The music school.

The Music School is held in the gallery of the Great Hall. At the time of my visit there were only about 30 learning in the whole school ; though the whole school practices anthems and psalmody for the public suppings in Lent. No boys above the Great Erasmus learn ; which seems to me to be a pity. In passing through the quadrangle one night I heard the Grecians, who had been sitting up to do an exercise for me, singing a well-known glee of Webbe's under the cloisters in a style which seemed to show that a couple of hours musical instruction per week would not be thrown away upon them. I think this branch of the school might be developed with great advantage. The more resources a man has, the more faculties in him are developed, the better prospect he has of an useful and happy life. Those who having a correct ear, and a musical voice, have not been taught singing, have missed one of the most innocent and civilizing enjoyments that society affords. As a music master is retained at the Hospital it seems singular that his services should not be more appreciated. The time-tables of the French, drawing, and music schools will be found at the end of this Report.

Conclusion.

Having thus given a detailed account of the condition of this great foundation, I come to reply to the question how far it is now an useful institution. I shall not consider here whether the existence of any such institutions as Christ's Hospital is desirable : institutions, I mean, which take children from the care of their parents or next friends, and maintain and educate them without giving those friends any further concern in their behalf. That is a question of general policy, the consideration of which I leave to the Commissioners. I will only remark here that there is no doubt that the majority of parents who have their children at Christ's Hospital could well afford to pay at least a portion of the expenses of their maintenance, and very many could also afford to educate and maintain them entirely. If the Commissioners will look at the table on page 67 of Mr. Hare's Report, they will be convinced of this fact. What, however, I have to consider are the answers to the following questions :

Discipline and moral tone.

(1.) Is the discipline in this institution careful and effective, and the moral tone sound? My answer is unquestionably, Yes. There is, as in almost all hospital schools, a want of vigour and brightness. The boys would be much improved by being

brought into contact with day scholars. But the discipline is unquestionably good, and the manner of the boys leaves nothing to be desired. The behaviour of the Grecians and Deputy Grecians, who were kept working for me until late in the evening, was admirable. They not only did not seem to grudge the time bestowed on an investigation in which they could not take much personal interest: but they worked at their essays and verses with as much cheerfulness and decorum as if I had proposed to them a valuable prize. I cannot too highly commend the courtesy of these young men towards a stranger charged with a somewhat irksome office.

Buildings and premises.

(2.) Are the buildings and premises good?—They are only moderately suitable to their purpose, and would require considerable alteration to make them satisfactory. Indeed they can never be quite satisfactory in their present situation.

Worth of the education given, and its suitableness to the requirements of the scholars.

(3.) Is the education given good, and suitable to the requirements of the scholars? This school covers a large sphere in the educational world. Regarded as educating the Grecians who eventually go to the Universities, it is a "superior school." Regarded as educating those Grecians and some Probationers who do not eventually go to college, it is a middle school of the first grade. Regarded as educating some who are superannuated in the Deputy Grecians' and Probationers' form, it is a middle school of the second grade. But its main function, the real business of the Hospital, is to maintain and educate boys from their 7th or 10th up to the completion of their 15th year, and no longer. *It is thus really in the main a middle school of the third grade.* With the education of the Grecians I do not consider myself so much concerned here as with that of the younger boys. I will only say here that I think it might be improved by greater competition for the exhibitions. What I ask the Commissioners to consider is whether, on looking at the foregoing report, and especially at that part of it which concerns the Latin school, they think that the education is suitable to the middle scholars, to those who do not proceed to a superior education at Oxford, Cambridge, or elsewhere; and especially to those who form the bulk of the community, the middle scholars of the third grade. In saying that I consider it very far from suitable to these scholars I do not for a moment wish to attach any imputation to any of the masters and officers, or to the Governors and Treasurer of the Hospital. I feel sure from my own observation that most of the masters work zealously, and many of them with much ability; and that the Governors desire with all their hearts the utmost possible usefulness of the charity, and have managed it with prudence and liberality. But I submit to the consideration of these gentlemen, and to that of the Commissioners, whether the education they are giving to boys, the vast majority of whom are to be superannuated at 15, is that which is consistent with common sense and modern enlightenment. I *know*, from the inquiries I have been making on behalf of the Commissioners, that this is not the kind of education which the parents of middle-class boys choose when left to themselves. It is not the education which the instinct of the middle-class here in England, in the Burghs of Scotland and on the Continent, leads them to demand. That instinct leads them to reject the science of grammar, and especially the

The school is, in the main, a middle school of the third grade.

The education is not thoroughly suitable to scholars of the third grade.

grammar of the dead languages, as the means of training boys whose education is to stop short of manhood, and to prefer the sciences of mathematics and physics, the grammar and construction of the modern languages, and a less amount of Latin as the staple of their instruction. I do not here for a moment intend to impugn the classical education of our superior schools. With them I am not concerned. But I say that the sentiment of the middle-class has condemned it as a system suitable to its children; and I believe that a great popular sentiment like this is never deceptive.

Boarding schools not wanted in London, within the 12-mile radius. But outside of it they are required.

My inquiries, now extending over 15 months, convince me that the system of secondary education required for London is that of day schools. Schools situated in London ought to be day schools, and the funds for such education exist in abundance within the city and its 12-mile radius, without considering Christ's Hospital. But let the Commissioners look a little beyond that 12-mile radius. Let them cast their eyes outward, a distance of from 30 to 35 miles from London, into the Home Counties. There they will see a large middle-class population, whose situation is sufficiently within the attraction of London to prevent large towns from growing up within their reach, which might be the centres of good day schools, while yet they are not sufficiently near to be able to send their children into London as day scholars. What greater boon could be bestowed on these people than the extension of the great day school system of London sufficiently far into the country to meet their wants by some scheme which should absorb and utilize their little half-useless endowments, and give them a sure continuance of sound middle education. I believe that this might be done by means of Christ's Hospital; and in saying that I am not proposing to abolish, no not even to infringe upon the patronage and influence of the Governors; but on the contrary to increase it largely, I would propose to keep precisely the same number of scholars, nominated in the same way, maintained and educated free of expense as now. To leave the preparatory school at Hertford as it is, with some modifications in the course of instruction. But to break up the London establishment into five schools. To sell the buildings and site in London, except the hall and office, and to build five schools in the country, each having boarding accommodation for 150 Bluecoat Boys, and about 150 county scholars, and day school accommodation for as many more. To place these five schools on some such sites as the following:

Christ's Hospital might be made the means of giving an excellent secondary education to a district within a radius of 40 miles from London. Suggestions for carrying this out.

(1.) *St. Alban's*, 22 miles from London. Here exists a grammar school foundation, but no proper buildings (see my Report on it). This site would attract many day scholars from the straw plaiting towns Luton and Dunstable; and from the farms which lie round Watford, Hatfield, Harpendon) and the like. The railway system here is rapidly developing.

(2.) *Chelmsford*, 28 miles from London. This is the centre of a most important farming district, and well connected by rail. It would draw day scholars from the direction of Brentwood and Ingatestone, Witham, the Walthams, Maldon and Dunmow.

(3.) *Sevenoaks*, 22 miles from London; a place which will shortly be connected with no less than five lines of rails, a very good centre, and charming in situation.

(4.) *Guildford*, 30 miles from London; connected with five lines of rail, and very central.

(5.) *Maidenhead*, 25 miles from London; connected with three lines of rail, and the centre of a very important agricultural district.

To amalgamate with these five great schools all the grammar school foundations which are within reasonable distance for the attendance of day scholars, so that their scholars might attend at the Hospital schools. To connect the other local endowments which are not within distance for day-sholars with the Hospital schools in the following manner; viz., by reducing them all to preparatory schools, or schools of the first grade, giving only good English and arithmetical instruction with the elements of French; and by employing their surplus funds by way of part maintenance of those of their scholars who wish to prolong their education as boarders, paying little more than the instruction-fees, at the Hospital schools. All those funds, arranged and settled so as fully to recognize local claims, might be put under the management of the Governors of Christ's Hospital, and a few others who should represent the public; and this body would become the trustees and managers of a great system of middle-class education for the Home Counties. The past management of Christ's Hospital leads me to think that the Governors might safely be entrusted with these great interests; and it is consonant with the spirit of our history to build upon and enlarge the sphere of institutions which have already proved themselves valuable. I believe also that this great improvememt might be made without risking in any degree the welfare of the Hospital. Not to mention the enormous price which might be obtained for five or six out of the seven acres covered by the buildings in London,* and which probably could not, if judiciously managed, be much less than a million pounds, the Governors would have the application of very considerable local funds in the counties of Herts, Essex, Kent, Surrey, Berks, and Middlesex. These would be more than sufficient to start the buildings of the five new schools, and to meet the additional expense incurred by the separation of the boys, and consequent multiplication of staff. A Royal Commission such as that which lately settled the Scotch Universities, might consolidate the foundations, adjudicate upon the local claims, pass the whole affair through Parliament, and hand over to the Governors when the buildings were ready in complete working order the finest system of middle education for the outer circle of London that any neighbourhood ever possessed. Vested interests would be little injured, and the Hospital might meanwhile, during the preparation of these changes, be carried on as efficiently as ever; the present want of funds for building being supplied by Government for such a truly national work at a reasonable interest, the principal being repaid after the sale of the London premises. The sum now paid in masters' salaries for the London branch is about 6,800*l.* If this sum were divided among the five schools, each with its 150 Bluecoat, and about 150 local boarders, and (say) 100 day scholars, we should be started at once, without considering any additional funds from local sources, with an endowment of 1,350*l.* for the teaching of the Bluecoat boys at each school. This would allow us, to begin with, three masters at each school, who might divide the work in something of the following manner:

* According to evidence given before the Common Sergeant on Saturday, April 7th 1866, land at S. Paul's Churchyard was stated to be worth 1,000,000*l.* an acre, and a special jury gave a verdict for 10,000*l.* for a site of 412 feet of superficial area, which the Commissioners of Sewers wanted to buy at the corner of S. Paul's Churchyard and Ludgate Hill. Land is not likely ever to be at a much higher price in London than at present, while it is every year rising in price in the vicinity, as the railway system causes persons to spread themselves out into villa residences. No better time could be selected by persons desirous of selling land in London and purchasing in the country.

1. First master: English grammar, &c., history, geography, and Latin. 450*l.* and a share of capitation fees.
2. Second master: Mathematics and physical science, chemistry, &c. 450*l.* and a share of capitation fees.
3. Third master: Modern languages and literature. 450*l.* and capitation fees.

Latin should not be commenced until a boy was 12 years old, except on the payment of an extra fee. Greek should always be an extra, except to blues at the age of 14, who might be taught it free of charge. The five schools should compete for the exhibitions, and the non-Blue scholars should be admitted to the competition. There would be no hardship to the blues in this measure. A charity which takes a boy out of his parents' hands, and brings him up free of charge, has certainly done all it ought for him, by keeping him until he is 15 years old, and can make his livelihood. The charity boy has no right to demand a "superior education" at the hands of the public. The dress should be dropped. As I have already shown, it is not a means of deterring really selfish persons from grasping at the benefits of the charity. The real thing that deters persons from doing so is the scrutiny of the governors, the necessity of submitting the details of their income, professional or otherwise, to a public investigation—a necessity which, whatever Americans may feel about it, is intolerable to English men and women. Parents should pay for their children's clothing, and this expenditure should be saved to the charity. Christ's Hospital, it should be remembered, is a great boarding school. Its precise locality is therefore practically immaterial. For the argument that the school, if removed into the country, would be "out of sight, out of mind," is really not worth much, now that London men of business live so much in the country. Indeed the five schools standing in pretty country spots, each with its cricket-field and freer out-door life, and the whole of them represented in London as now by their offices and great hall, and the regular public meetings of their Bluecoat scholars, would be quite as much before the eyes of merchants as the Hospital now is, while appealing to the sympathy of an almost entirely new class of country residents and landowners.

Warned by my instructions to be brief in making recommendations, I have given a very slight sketch of my views for the future of Christ's Hospital. My proposal is veritably conservative. It maintains the eleemosynary character of the institution without any hardening of its features; it leaves it still one of the most magnificent charities in the world, while it greatly enlarges its sphere of usefulness, and lets it mould itself in accordance with the wants and spirit of the age. This plan, combined with a good day-school system for the inner circle of 15 miles, would settle the grand question of secondary education for the boys of London and its vicinity, and afford a type of that education such as Lancashire, Yorkshire, and the other counties would not be slow to imitate. All the present evils of the London situation of the Hospital would be avoided. The physical education of the boys would no longer be neglected; contact with the day scholars and the increased competition for scholarships would greatly develop their intelligence; the number of persons before whose eyes, in so many different spots, this magnificent institution would constantly appear appealing for support and encouragement would be largely increased; and the value of the governorships would be much enhanced. On the adoption of some such plan as this, the details of which might, of course, be largely modified, seems to me to depend the happy solution of the question whether the future of this splendid foundation shall be truly worthy to its great and glorious past.

Postscript to Appendix V. on Christ's Hospital.

Postscript on certain changes in the administration of Christ's Hospital effected since the date of my visit.

Since the preceding report was printed, and submitted to the Commissioners, I have received from Mr. Dipnall, clerk to the treasurer of Christ's Hospital, the following letter informing me that certain important alterations are to take place in the administration and system of the schools of Christ's Hospital, together with the resolutions of the Committee of Almoners respecting those alterations, approved and ordered to be carried out by the General Court of Governors.

These alterations will tend to palliate, if not entirely to remove, some of the defects which I have described in the present management of the Schools of Christ's Hospital, and the action of the Governors in this matter so quickly taken after my visit to the Hospital, furnishes a new proof, if any be wanted, of their genuine anxiety for the welfare of the institution.

I request the Commissioners permission to append these documents to my Report on Christ's Hospital.

Schools Inquiry Commission.

Christ's Hospital, London, E.C.
December 19, 1866.

Dear Sir,

The treasurer, Mr. Gilpin, has desired me to forward for your information, and as relevant to the examination conducted by yourself at the begining of the present year as one of the Assistant Commissioners, a copy of a report recently presented to the General Court of Governors by the Committee.

The retirement of the Rev. Mr. South, the senior master in the lower grammar school, having afforded an opportunity to the Committee of inquiring generally into the grammar school department of the Hospital, they have gladly availed themselves of it, to give some facilities (without unfairness) to the more talented boys, to impart more uniformity to the classes, and to render the duties of the assistant masters less onerous than hitherto; and they have, besides, endeavoured to strengthen considerably the authority of the head master, the Rev. Dr. Jacob, and to remove some elements which had a tendency to impair it. Dr. Jacob having readily acquiesced in the above views, the classes of the grammar school have just been reconstructed under his direction, and will be reopened after the vacation under the altered arrangements.

The treasurer was anxious that you should be apprised of the above, and also of the consequent removal of the difficulties to which allusion was made on the occasion of your examination.

I remain, dear sir,
Yours truly,
M. S. S. Dipnall, Clerk.

D. R. Fearon, Esq.
Schools Inquiry Commission.

Christ's Hospital, London, E.C.,
December 8, 1866.

Sir,

The General Court held on Thursday the 6th instant having been convened to receive (*inter alia*) a Report from the Committee of Almoners, "recommending certain changes in the grammar school arrangements, "coupled with the promotion of several of the under masters, and an increase "of their salaries consequent on the resignation of the Rev. Robert South, "First Master of the Lower Grammar School; and submitting for the ap-"proval of the Court a set of revised 'Orders for the Government of the "'Grammar School,'"—the same was brought up accordingly, and at the instance of several Governors present was ordered to be printed and circulated for the information of the Governors. It was at the same time resolved that the several promotions and appointments of Masters, and the augmentations

of salary recommended by the committee, be confirmed; and that the grammar school department be opened under the new working arrangements at the close of the ensuing Christmas vacation.

I beg therefore to forward herewith a copy of the Report referred to; and remain,

Sir,
Your most obedient servant,
M. S. S. Dipnall, Clerk.

At a Committee of Almoners in Christ's Hospital, London, on Thursday morning, the 6th December, 1866:—

This Committee having been summoned "to consider an important Report "from the Sub-Committee of Education, recommending certain changes in "the grammar school arrangements, coupled with the promotion of several of "the under masters, and an increase in their salaries, consequent on the "resignation of the Rev. Robert South, and submitting revised Orders for "the Government of the Grammar School," the treasurer explained the circumstances which had caused some delay in maturing such report, and the anxiety of the Sub-Committee of Education that it should, if possible, and to prevent great inconvenience, receive the immediate approval of the Committee and the Court, in order that the boys might be classified according to the recommendations therein contained on the reconstruction of the classes at the end of the present half-year, and the grammar school be reopened under the new working arrangements after the ensuing Christmas vacation.

The Report having been accordingly read by the clerk *in extenso*, the same was (after several verbal amendments had been made therein) adopted by the Committee of Almoners and ordered to be submitted to the General Court this day for confirmation; except as to certain portions which relate to the Latin School and were reserved for further consideration by the Sub-Committee of Education.

REPORT.

Sub-Committee of Education, Monday, 3rd December 1866. Present—The Treasurer; Rev. Dr. W. Haig Brown; J. L. Hammond, Esq., M.A.; Capt. Shuttleworth; Robert F. Dalrymple, Esq.; Arthur Powell, Esq.

Grammar School.

The Sub-Committee of Education having been engaged upon the subject of the grammar school at several meetings, again met this day; and, after much further consideration, agreed to the following Report:—

The Sub-Committee of Education having given their best attention to the arrangements which it may be most advantageous to adopt in the lower grammar school, in consequence of the retirement of the Rev. Robert South, the senior master of that school, beg to report to the Committee of Almoners that they have found it desirable for several reasons, to extend their inquiries to the grammar school department generally; and in this they have been materially assisted by the observations and suggestions made in writing by one of their number, the Rev. Dr. Wm. Haig Brown, who had devoted much time and had taken the means to inform himself specially on the whole subject. Adopting almost entirely the educational suggestions thus submitted, they feel that the authority of the chief master of the grammar school department should be more distinctly impressed on the lower grammar school, and be more distinctly recognized and appreciated by all the grammar masters, than is practically the case at the present time. And the suggestions referred to having been very carefully collated with "The Orders for the Upper Master "of the Grammar School" of February 1853, the "Additional Orders" of January 1854, and sundry regulations made from time to time since with regard to the examinations and other particulars, the clerk has, by direction of the treasurer, prepared or compiled a fresh set of "Orders," which after a careful perusal thereof by the Rev. Dr. Jacob, and various amendments made

therein, the Sub-Committee now beg to submit to the Committee of Almoners, together with the following recommendations :—

That the *upper grammar school* of this Hospital continue to be constituted, with regard to the number of its masters and forms, as at the present time; and its complement of boys be from 200 to 220.

That with a view to facilitating the passage upwards in the School (and that without unfairness to other boys) of boys of unusually good ability, and to enlarging the immediate area of selection for the upper grammar school, *two masters, teaching parallel classes,* be substituted in the *lower school* for the single master* now retiring; these masters taking 80 boys each, as nearly as may be, in morning and afternoon divisions of 40 in each division.

That the Rev. Samuel Gall, B.A., and Mr. John Wingfield, M.A., be promoted to be such masters; the former with an addition of 50*l.* to his present emoluments of 250*l.* a year (including allowance in lieu of a house), and the latter with an increase of 30*l.* to his present salary of 250*l.* per annum.

That with a view to a less onerous share of the boys on the removals from Hertford, falling to each master than is now the case with two parallel assistant masters, this portion of the grammar school should in future have three assistant masters, *teaching parallel classes* in morning and afternoon divisions; these classes comprising the rest of the boys in the lower grammar school, together with the boys arriving from Hertford from time to time.

That Mr. Malcolm Laing, B.A., and the Rev. Edmund George Peckover, M.A. (now the junior masters), and an assistant master, being a graduate of Oxford or Cambridge as required by the regulations, to be at once appointed, have charge of this portion of the lower grammar school; that an increase of 50*l.* a year be made in the salary of Mr. Laing, now 200*l.* a year; Mr. Peckover's remaining as recently increased, viz., 250*l.* a year; and that the salary of the new assistant master be 200*l.* a year as before.

That the *Latin school* be supplied with boys half-yearly, according to the existing regulations; that it be divided into two main divisions of about equal merit for morning and afternoon attendance in weekly alternation; and that the subdivision of these, according to the capacity, ages, &c., of the boys received from the grammar school from time to time, be left to the discretion of the Rev. Dr. White, the master of the Latin school.

That inasmuch as the boys attending the Latin school are now required to spend† half their entire school-hours therein, instead of one-third only, as contemplated on the original formation of that school, and are likely always to number about 130 on the replenishing or its classes after each half-yearly examination (although declining‡ to about 80 to 90 by the end of the half-year), it is in the opinion of the Sub-Committee important to improve the scope of their education, and to remove from the Latin school that mark of inferiority, which it appears still clings to it. The Sub-Committee, therefore, recommend that an attempt be made in the direction indicated, either by a minuter or more extensive teaching of the Latin language, or of etymology and English grammar, or by giving some instruction in the elements of natural philosophy [by further French instruction] or *otherwise,* as may appear to the Committee to be most desirable and practicable; and, inasmuch as the boys who attend this School enter it in very varied states of progress, and many of them belong to the less gifted as regards ability (*the dullest necessarily reaching it*), the Sub-Committee feel that more effort on the part of their teachers is necessary, relatively to numbers, as well as more *vivâ voce* instruction than in the other schools. They therefore recommend that an assistant master be again appointed in the Latin school at a salary of 200*l.* a year; and that he be a graduate of Oxford or Cambridge, and qualified to teach any of the additional subjects§ suggested. The Sub-Committee, however, propose to consider

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* The present arrangement of the lower School is, that its first master supplies boys direct to the upper School, his classes being made up from the classes of two parallel masters below him, and their classes being supplied from those of two parallel junior masters; whilst these last are replenished from the Preparatory School at Hertford.

† The other half being divided between English instruction (including geography, history, &c.), commercial instruction, French, and drawing; and mathematics in the case of some of the more advanced boys.

‡ By the superannuation and discharge of boys.

§ French by one of the French masters, if *further* instruction in that language were given.

the details above referred to as to the Latin school, and to report more definitely at an early period.

That as the boys are now required on their first admission to be able to read the Gospels with facility, the standard of education at the Hertford School should be somewhat advanced, and the instruction given by the three parallel assistant masters in London above alluded to should commence at a higher point, and extend higher also than at present. That these matters be adjusted by the Rev. Dr. Jacob in concert with the Rev. Mr. Keymer, the grammar master at Hertford, and that a due graduation of the class work be settled by Dr. Jacob as regards the entire grammar school in London, so as to ensure uniformity of system in the different "parallels," and of the time given to various subjects by relative classes or sections.

Commencing after each half-yearly examination, with a total in the London establishment of say 750 boys, they would under the plan above described be distributed (as regards grammar school time) pretty nearly as follows :—

In the Upper Grammar School—		
Grecians about - - 25	209	(Say 200 to 220, according to circumstances.)
Deputy Grecians - - 40		
Great Erasmus - - 72		
Little Erasmus - - 72	- -	(Instead of 84, as now nominally required.)
In the Latin School—		
With master and assistant master, say one-half of the boys in the Hospital who are between 13½ and 15 years of age, in morning and afternoon divisions of about 65 or 70 in each - - -	130	(to 140), but declining to 80 or 90 by the end of each half-year.
In the Lower Grammar School—		
Two parallel masters, each 80, in morning and afternoon divisions of 40 in each division - -	160	(Scarcely losing a boy in the half-year.)
Three parallel assistant masters, each with about 70 boys, in two divisions of say 35 in each - -	210	
[Add, from two removals of boys from Hertford during each half-year (balanced as to the total number in the grammar school, by *discharges of boys superannuating from classes higher up*), to each master, say 30.]		
	709	
Nautical boys not attending the grammar school - - -	40	
	749	

Should the foregoing recommendations be approved and adopted, the sub-committee are of opinion that the teaching power in the grammar school department will be in every way sufficient to realize the just expectations of the Governors. It will comprise in the—

Upper School - - -	4 masters.
Latin ,, - - -	2 ,,
Lower ,, - - -	5 ,,
	11 ,,

New regulations for the government of the grammar school of Christ's Hospital.

And the following will be the

ORDERS for the GOVERNMENT of the GRAMMAR SCHOOL.*

1. That the grammar school or classical department of this Hospital continue as now to be subdivided into upper, middle or "Latin," and lower schools.

2. That the upper or head grammar master take precedence of all other masters in the Hospital, and be designated the "Head Master," and that he have the entire control and arrangement of the classes and work of the upper grammar school, which shall be regularly supplied from the forms of the lower grammar school in the manner herein-after directed.

3. That the Head Master have the superintendence of the entire grammar school department (the Latin school not being deemed as included therein for the present), with authority to regulate the modes in which the system of instruction required by the Governors to be pursued shall be carried out in every form and class therein.

4. That it be his duty from time to time, as he may find it convenient, to hear the lessons or to examine one or more of the classes of the lower school, and that whilst the under masters shall be generally responsible to the Head Master for the state of their respective classes, the Head Master shall be responsible to the committee for the management, good order, and discipline of the whole grammar school department.

5. That it be required of the Head Master to communicate with the Committee of Almoners, the sub-committee of education, and the treasurer from time to time, as circumstances may arise, and especially in the case of any marked incapacity or neglect of duty on the part of any master in the grammar school department.

6. That the complement of boys in the upper grammar school be from 200 to 220, but under no circumstances when the classes are made up after the half-yearly examinations shall they be less than 200. The upper grammar school is to comprise—

† { Grecians - - - - - about 25
Deputy Grecians - - - - „ 40
Great Erasmus - - as nearly as may be 72
Little Erasmus - - - - also 72

7. That the Grecians continue to be appointed in the manner prescribed in the regulations made by the committee under the date of the 1st March 1866.

8. That the Grecians and Deputy Grecians be under the immediate tuition of the Head Master and his personal assistant; the "Great Erasmus" form under that of the first assistant upper master, who shall divide the same into morning and afternoon divisions of corresponding numbers as nearly as may be, and the "Little Erasmus" under that of the second assistant upper master, who shall divide his form in like manner.

9. That the boys throughout the grammar school department be examined half-yearly by public examiners invited by the committee for the purpose, or be examined by the Head Master, or in such other manner as the committee may from time to time direct, on which occasions reports shall be presented to the committee of the results of such examinations.

10. That such prizes be awarded half-yearly to the most deserving boys of the various forms, as by the existing or any future regulations may be allowed by the committee.

11. That all promotions of the boys in the grammar school be made, or at least sanctioned, by the Head Master (as he may prefer), but subject to the limitations and modifications mentioned in clauses 6, 14, 16, and 17.

12. That immediately after each of the half-yearly examinations so many boys from the upper form of the lower school as shall be required to make up the complement of the upper school be removed thereto, the Head Master then

* Compiled principally from the Orders, as revised in 1853, and the additional Orders of 1854, with some subsequent regulations, and sundry modifications and additions now made.
† Answering to Sixth, Fifth, Fourth, and Third Forms.

sending to the committee a list of the boys in the upper school when thus re-constituted, with their ages, and distinguishing the names of those previously on each class from those newly promoted to it.

13. That after the promotions above mentioned have been settled the lower grammar school be further cleared of all boys, who being then over 13½ years of age, have failed to get into the upper school, and that these boys be thereupon removed to the Latin school. Nothing herein, however, is to fetter the Head Master's discretion in exempting from transfer to the Latin school any boy or boys whom, in consideration of their previous ill-health, or other special circumstances, he may think it fair or desirable to retain, or on the other hand, in transferring to the Latin school any boy, who after being three half-years on the Little Erasmus form has not won his promotion to the Great Erasmus.

14. That, with the approval of the Head Master, any master of the lower school be at liberty between the half-yearly general examinations to promote any boy from B to A section in his class who, from his superior ability or industry, may merit such promotion, and on the other hand, to put back any boy from A to B section who may show himself unfit for the position to which he had been advanced. On similar grounds boys may be advanced to a higher or put back to a lower form between the examinations. No boy, however, is to be promoted intermediately to a higher form or to be degraded to a lower form without the direct sanction of the Head Master.

15. That the boys of the lower grammar school attend in two divisions in a weekly alternation of mornings and afternoons, such divisions being as nearly equal in numbers and corresponding in quality or progress throughout as may be.

16. That the two senior or first and second masters of this school have as nearly as may be 80 boys each, and that they be required to use similar books and to teach parallel classes, such group of classes being designated the "second form." That these classes be subdivided into sections (upper and lower, or "A and B" as above) to be taught and heard separately, except where in *vivâ voce* teaching it may be convenient to the master to have the entire division under instruction at the same time.

17. That the three assistant masters have between them the rest of the boys attending the grammar school; that on each removal of boys from Hertford the boys thus introduced be examined by the Head Master, and be so distributed by him amongst the three assistant masters, that the total number under each may be kept as nearly equal as possible. If, on any such examination, a marked deficiency in progress should appear, it would be the duty of the Head Master to notice it to the grammar master at Hertford; and should such deficiency be apparent on subsequent removals, to report the same to the committee.

18. That the three assistant masters be required to use similar books and to teach parallel classes; the aggregate of such classes being designated the "first form;" that these classes be subdivided into two or three sections, according to numbers and ability, to be taught and heard separately, except occasionally n *vivâ voce* teaching, as before mentioned.

19. That a school-register be kept by each master, recording the half-yearly progress of his boys, which register shall be at all times open to the inspection of any Governor, and shall be made up half-yearly immediately on the reconstruction of the classes. That a list, prepared therefrom, and distinguishing the boys previously on each class from the new-comers, be furnished half-yearly by each master to the Head Master for his approval, and for being deposited at the counting-house for the inspection of the committee or any of the Governors. That each master take means, morning and afternoon, of ascertaining that none of his boys are absent, except from illness or with special permission.

20. That, to prevent the disgrace which might otherwise fall upon the government of this foundation, the masters shall daily observe the appearance and apparel of their respective scholars, and see whether they are clean and decent

from head to foot, reproving them with any apparent neglect; and, as often as any of the boys come under the observation of the masters, otherwise, they shall see that such boys behave with good manners and carry themselves respectfully to all persons whomsoever.

21. That such books and exercises only be used and taught in the several classes throughout the grammar school as may be approved by the Committee of Almoners from time to time; and that, on grounds of economy and otherwise, it be the duty of each master to inspect periodically the books of his boys, and to treat as a serious offence the loss or wilful damage of any of them.

22. That it be the special duty of the Head Master to see that the whole of the boys in the Hospital are taught in school the Catechism, and systematically instructed in Bible history, and otherwise in the knowledge of the Christian religion, with its application as a rule of conduct, according to the principles of the Church of England, by their respective masters as to the grammar school; the head mathematical master being considered responsible for the due religious instruction in school of the Royal Mathematical boys * (who do not now attend the grammar school), and the master of the Latin school, in like manner, for that of the boys in his school; and that the boys generally be taught in such manner, and at such times, and that such books be used for the purposes of such religious instruction in all the schools, as the Committee of Almoners, with the advice of the Head Master, may direct.

23. That the Head Master be responsible for the religious instruction of the boys in their wards or otherwise upon Sundays out of church, and particularly for the spiritual care and attendance of the sick at the infirmary, which it shall be his duty to visit frequently during the week and constantly upon Sunday; and that he take care that the morning and evening service be read every Sunday by one of the Grecians or Deputy Grecians to as many of the patients as can be safely assembled. And if any of the boys are afflicted with dangerous or confined to their beds with lingering disorders, and the Head Master requires assistance, that he direct the attention of the particular masters of such boys to them, in order that they may administer such spiritual instruction and advice as may be most suitable to the particular case.

24. That it be the duty of the Head Master to prepare such boys for confirmation as in his judgment may, from time to time, appear fit for that rite.

25. That all the masters in the grammar school department shall attend daily (Sundays and usual holidays excepted) at the hours hereunder stated, and shall remain in school during such hours, with all diligence hearing the lessons, examining the exercises, and otherwise instructing their respective classes, viz., from 9 a.m. to 12, and from 2 p.m. to 5, throughout the year.

26. That the masters do not dismiss their scholars until the ringing of the bell; and then each class is to move forth without noise and in an orderly manner.

27. That the Head Master shall not absent himself from his duties at any time without the knowledge and consent of the treasurer or the Committee of Almoners; and when any such occasion of absence arises, he shall particularly desire the attention of one or other of the assistant masters in the upper school to his scholars. In like manner, no other master in the grammar school is to be absent from his duties for a single school-day, or part of a day, without the knowledge and permission of the Head Master; whilst, for any longer absence, leave is to be obtained from the treasurer or committee. And whereas the progress of the boys in their education is essentially connected with the punctual attendance of their masters during the prescribed school-hours, the Head Master's attention is specially directed to this point; and, whilst it will be his duty to admonish any master of the grammar school who may fail therein, it will be equally his duty to report to the committee any habitual or repeated deviation in this respect.

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* Designated "Nautical Boys" in page 510.

28. That holidays be observed as under:—

At Easter, eight days, including Sunday, and commencing on Wednesday in Passion Week. In the summer, six weeks, commencing on such Wednesday in July as the treasurer may annually appoint.

At Christmas, four weeks, commencing on the Wednesday preceding Christmas Day; besides the second Wednesday in every month, which is to be a whole holiday, and every Wednesday afternoon otherwise, and every Saturday afternoon throughout the year. The Queen's birthday, the President's birthday, Ash Wednesday, Ascension Day, St. Matthew's Day, the Founder's Day, and 17th November, are also to be observed as holidays from school.

N.B.—The boys are allowed to sleep out at the Christmas and summer vacations only.

29. That the ordinary punishments be tasks, impositions, and stopping on leave-days; resort being had as rarely to corporal punishment as is consistent with the preservation of discipline. That each master have authority to punish the boys under his own care; and that no master shall punish the scholars of another, except in his absence. That the grammar masters be not permitted to punish any boy with the rod, without the sanction of the Head Master; and that the superintendence of the Head Master over the discipline of the School be understood to include the regulation of all corporal punishment in the grammar school whatsoever. The Grecians being exempted from corporal punishment, it will be the duty of the Head Master in cases of grave misconduct, or insubordination and idleness on the part of any of them, where admonitions and the milder forms of punishment have failed, to make a special report thereof to the treasurer and committee.

30. That after each half-yearly examination each master in the grammar school shall issue a certificate of the place in school and conduct of every boy under him during the previous half year, to be given to his friends. Each master (to whom it applies) shall also give a certificate of the qualifications and conduct of every boy in his school when about to be discharged from the Hospital, in order to the same being left at the counting house, and submitted to the Committee of Almoners.

31. That, notwithstanding, by the ancient practice of this house in reference to the great number of the children constantly maintained and educated therein, the discipline and government of them when out of school have been assigned to officers other than the masters, and those duties are now confided by the Governors to the warden, the Head Master shall not only be at liberty, but he is hereby requested, to visit the library, the Grecians' rooms, the wards, and great hall of the Hospital at his pleasure;—that it be his duty also to regulate the course of scripture reading in the hall and the wards, together with the instruction at *"sides;"—that in any matters connected with the discipline of the wards, which in his view may require alteration or amendment, he confer in the first instance with the warden; that he be ready to assist or support the warden with his advice and authority as occasion may require;—that he exercise, with the assistance of the masters visiting the wards, a general superintendence over the boys' library; and that fresh books be not ordered for the library, or introduced into it, without the previous approval of the Head Master.

32. That the Head Master be not permitted to hold any benefice, cure, or lectureship; or to undertake any clerical duty out of the Hospital (except at Christ Church, or any occasional Sunday duty with the treasurer's permission); and that all the masters be restricted from performing any week-day clerical duty, or undertaking any duty or employment, which may interfere with their school duties or require their absence therefrom.

33. That the grammar masters be permitted to have private scholars not exceeding four each, provided that no inconvenience shall arise to the Hospital from such permission; and further, that these scholars do mix with the boys

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* Sunday classes in the wards.

of this House, receiving their instruction with them from their masters, according to ancient practice, in their respective schools, and not forming a particular or separate class.

34. That no gratuity, fee, or reward, be received by any master of the grammar school from any boy's parents or friends, either for ordinary or special instruction, in or out of school, of any boy of this Hospital.

These orders are intended to point out the principal duties and responsibilities of the Head Master, as well as of the several masters in the grammar school; which they are hereby strictly enjoined to perform and observe. And it is also earnestly recommended to them to promote the welfare of the boys committed to their care, and to advance the interest and reputation of this religious, royal, and ancient foundation, by every other means in their power.

N.B.—The above orders may be amended in their details from time to time by the Committee of Almoners, as they may consider necessary or desirable for the more effective working of the grammar school.

M. S. S. Dipnall, Clerk.

Christ's Hospital, December 6, 1866.

APPENDIX VI.—DULWICH COLLEGE.

Foundation and founder's intention.

The schools of this college were visited by me on the 20th—22nd of November, and 6—7th of December 1865. They are part of a foundation which was established for the maintenance of a master, warden, four fellows, 6 poor brethren, six sisters, and 12 poor scholars, from the parishes of S. Botolph Without, Bishopsgate; S. Saviour, Southwark; S. Luke, Middlesex; and S. Giles, Camberwell, to be educated in writing, reading, grammar, music, and good manners. The history of this foundation is to be found in the third Report of the Charity Commissioners for England and Wales (28th February, 1856); and as the condition and character of the entire foundation have been completely recast so lately as the year 1857 by an Act of Parliament—the well-known Dulwich College Act, of 25th August, 1857 (20 & 21 Vict. c. 84)—it will not be necessary in the case of these schools to enter largely into the intentions of the founder.

Establishment of the present schools by Act of Parliament.

The schools of Dulwich College were in fact created, as regards their modern shape and character, by that Act, the schedule to which divided Alleyn's charity into two branches, the *educational* and the *eleemosynary*, and provided, that after paying all current expenses (of which it will be seen that the pensions and retiring allowances to former functionaries of the college form a heavy portion) the governors should annually divide the surplus income of the charity into four equal parts, whereof three parts should be applied to the educational and one part to the eleemosynary branch, the governors, however, having permission temporarily (*i.e.*, until the whole of the arrangements contemplated by the Act can be carried out) to invest that surplus or part of it in Government securities.

The Commissioners have been furnished by the Governors with a statement of the accounts of the charity for the year 1864, from which it will be seen how magnificent a future lies before these schools. At present the governors acting in accordance with Section 43 of the Act are reserving and accumulating their funds, with the object of rebuilding the educational branch of their college upon a new site, and otherwise carrying out the intentions of the Act in their completeness; so that the sums actually expended each year in education in these schools are not nearly so great as they will be when these preliminaries are completed, and the pensioners have died off.

Cost of the schools.

It appears that during the year 1864 there were 219 boys on the books of the schools. The amount allowed for their education out of the charity funds was 2,683*l.* 4*s.* 3*d.*, and the amount paid by them in the shape of fees was about 850*l.* These sums together give us a total of about 3,500*l.* Of the 219 boys on the books 12 were boarded, at the expense of the charity, with the lower school master, as foundationers, at 35*l.* per annum, nine of them for 12 months and three for nine months, at a total cost of 393*l.* 15*s.* Deducting this sum, together with some additional expenses for clothing, &c. of foundationers, from the above 3,500*l.*, we have an amount left of about 3,000*l.* as the annual cost of the day schooling of 207 boys of the age of eight to 18, but mostly of the age of 14. So that, according to this calculation, the cost (merely of instruction, for no expenses are here included but actual salaries and emoluments of teachers and charges for examinations, and the like) for education in these schools is more than 14*l.* a head. The real cost is of course much greater, as no account of repairs, taxes, insurance, servants' wages, or any such charges, is here taken. But whichever way we regard it, this is a considerable expenditure for day-school education, an expenditure which ought to warrant us very high results. At present it is very difficult to form a right judgment of those results. These schools are still in a transition state. At the date of my visit the full development of the institution contemplated by the Act had not yet been attained, and the scholars and teachers were suffering under great inconveniences, especially in respect of the incomplete or inadequate condition of their buildings, and the accommodation for classes. These inconveniences must have considerably affected the conduct and management of the schools up to this date.

These schools are not yet completely established or organized.

Two schools established by the Act.

The upper school.

Number of scholars.

The Act divides the educational branch into two parts, called respectively the upper and lower schools. The upper school contained, in 1865, 130 boys, viz., 126 from the four parishes and four non-parishioners, of whom about 10 were absent at the time of my visit. These boys were instructed by a staff of eight masters, four of whom were graduates. Five of them were engaged in teaching classics, mathematics, and English, one French, one drawing, and one music; so that the proportion of teachers to boys was about 1 to 16 for all subjects collectively, 1 to 26 for classics, mathematics, and English, 1 to 130 for French, drawing, and music respectively. The three last-named masters, however, are responsible for these subjects in the Lower School also, so that these gentlemen have in reality 220 pupils each. The boys are *apparently* classified by a triplex classification, viz., separately for (*a*) classics and English, (*b*) mathematics, (*c*) French. But this classification is, when one comes to examine it, in reality only *duplex*, the French department not being really classified separately, but being only a re-arrangement according to proficiency in French of the order in the classical forms, *e.g.*, if A, B, and C, are boys in the sixth form in classics, they are *ipso facto* in the first French class, though not perhaps occupying the same relative places in the highest French class as they do in the highest Latin class. The principal classification is, in fact, by Latin and Greek, according to which arrangement there are six forms, the sixth (highest) containing, at the time of my visit, only seven boys, the first (lowest) containing 28. The subjects professed are those which belong to the regular curriculum of a classical school. For this, the Act is in a great degree responsible, which in Section 61 says: The instruction in the Upper School shall comprise as far as may be—

Proportion of masters to scholars.

Classification.

Curriculum.

1. The principles of the Christian religion and the reading and study of the Holy Scriptures.
2. English literature and composition.

3. The Greek, Latin, and modern languages and literature.
4. History and geography.
5. Writing and vocal music.
6. Mathematics, algebra, arithmetic, and book-keeping.
7. Drawing and designing, practical geometry and mensuration, and the principles of civil engineering.
8. Physics, mechanics, chemistry, and the natural sciences, especially with reference to their application to the industrial and practical arts.
9. And generally such subjects as the governors shall from time to time prescribe for affording to the scholars a sound religious, moral, and useful education.

Effect of this curriculum.

The extent and pretension of this curriculum, taken in combination with the fact that the boys are superannuated at 18 years of age, and that no regulation is made as to the age at which they shall begin Latin and Greek, are remarkable. The result is, as might have been expected, that the classics claim the lion's share in the teaching. Where the statutes of a school require the Greek and Latin languages and literature to be taught, where the head and second masters are distinguished scholars of Oxford and Cambridge, and where the boys are generally about 14 to 15 years old, it is not probable that time will be found for much else than classics.

Modifications of it in actual practice.

The prospectus of the school, indeed, claims that the statutable subjects are taught, with the following noticeable variations. To the "Greek and Latin languages," the prospectus adds "prose and verse composition in preparation for the universities;" instead of "modern languages and literature," it puts the French language instead of book-keeping," it puts "trigonometry and the higher subjects in preparation for the universities;" and it omits "physics, mechanics, chemistry, and natural sciences," altogether. The examination papers of the school, printed each Midsummer, adopt a similar line. In 1865, the sixth form (then consisting of 10 boys) had papers in religious knowledge, including Greek Testament, Xenophon, Virgil, Greek prose, Greek Iambics, Latin prose, Latin hexameters, English essay, and the history of the Peloponnesian war. This being the nature of the curriculum, it is well to remark the ages of the scholars. By the Act, boys are admissible between the ages of eight and 15, and no boy may remain in the school after the age of 18 years. As a matter of fact, however, it seems that boys seldom stay in the school beyond the age of 16. During the three years ending Christmas 1864, only seven boys left the school above the age of 16, whereas 19 boys left under that age, and 12 under the age of 14. During the year 1864, only two boys left the school above the age of 16, whereas during the same time 18 boys left between the ages of 14 and 16 years. The bulk of the boys in the school is about 15 years of age, and they generally leave the school about the age of 16 or 17 at the latest.

Age of the scholars.

The lower school.

The Lower School contained, in 1865, 90 scholars; they were taught by six masters, one of whom was a graduate. Three of these masters, however, (viz., the French, drawing, and music masters,) are responsible also for those branches in the Upper School. In appearance, this department has a fourfold classification, viz., for English, Latin, French, and mathematics. In reality, however, it is only a *duplex* classification, viz., by Latin and mathematics, the Latin order determining the forms for English and French, though the order *in* those forms is arranged separately for these two subjects. The scholars are divided into six forms, the sixth (highest) at the time of my visit containing only seven boys. The Act, Section 79, requires that the instruction given in the lower school shall comprise, as far as may be—

Classification.

1. The principles of the Christian religion, and the reading and study of the Holy Scriptures. Curriculum.
2. Spelling, reading, and writing.
3. English grammar and composition, and the Latin and modern languages.
4. General history and geography.
5. Vocal music.
6. Arithmetic, algebra, mathematics, and the elements of practical geometry and of mensuration.
7. Elementary instruction in the laws of physics, mechanics, chemistry, and the natural sciences.
8. Elementary freehand and mechanical drawing.
9. The instruction in these subjects *shall bear especially on their application to the industrial arts*, and to them may be added such subjects as the governors shall from time to time prescribe for affording to the scholars a sound religious, moral, and useful education, adopted to their probable occupations or stations in life.

The only modern language taught is French. No attempt has as yet been made to give instructions in physics or the natural sciences, or to carry out the direction of the Act, that the instruction in these subjects shall bear on their application to the industrial arts. Scholars are admissible to this department between the ages of 8 and 12 years, and no boy may remain in the school after the age of 16 years. The average age of the sixth form, at the time of my visit, was 14 years 7 months; that of the fourth form was 12 years 10 months; that of the second form was 11 years 9 months. Age of the scholars.

The master of the college received me with the utmost courtesy, and freely permitted me to inspect and examine both the upper and lower schools. I beg leave to take this opportunity of expressing my thanks to him and to the other masters for the readiness with which they permitted me to examine their forms, and gave me all the information for which I asked. I examined orally and by papers five of the forms in the upper school, in the classical, mathematical, French, and English work which they had lately been doing; and I also gave some Latin prose to the sixth form. The results of this examination were, considering the ages of the boys, and other circumstances, fair on the whole in classics and English, but unsatisfactory in mathematics and French. As regards classics and English there were in almost every form that I examined some boys who showed sound grounding in grammar and a creditable knowledge of their work; but there was also in each form a decided residuum of boys who did not appear to be able to do the work satisfactorily; and in some forms this residuum was the more numerous portion of the class. Examination of upper school.

I have had some difficulty in forming a judgment on the general results of this work; because, in the first place, the standard appears to me to be pitched rather too high for the ages and opportunities of the boys; and because, in the second place, the school has not been long established. It takes a considerable time to work up a new school to a good classical standard. Unless a master gets good material he cannot win University scholarships, or reach a high degree of classical attainments; and good material will not come to a school until it becomes well known and has had some degree of success. Moreover, the boys are very young. The school is, in fact, as regards the age of its scholars, like what Marlborough or Winchester would be with its two highest forms lopped off. Most of the masters are zealous and efficient. The head master has had much experience in one of the oldest public Conclusions.

schools, and is a distinguished scholar of Cambridge. The second master, who had only been six months in the school, was a double first-class man at Oxford. These gentlemen are able teachers, their pupils are docile and obedient, and they give the greatest part of the school time to classics. But I believe that they are engaged in a task, which from the nature of the case, is hopeless. They are endeavouring to give to middle scholars, chiefly of the second grade, boys who leave school under 17, a mainly classical education. In so doing they throw away the substance, the modern languages, modern science, mathematics, and limited Latin scholarship which might really be obtained, to grasp a shadow, classical scholarship in boys of 17. It is right to remark that they are not altogether responsible for this state of things. I have already pointed out that the Act, by putting the Latin and Greek languages in the foremost ground, and the governors, by electing, as they have always done, high classical scholars to the head and second masterships, appear to give a sanction to the line which the school is taking. It was evidently impossible to carry out the entire curriculum. A selection from those multifarious subjects had to be made. If the governors thought it desirable for the sons of these warehousemen, wharfingers, solicitors, and leather merchants, to be principally educated on classics, the head master and his assistants must of course do their best to carry out those wishes. The Commissioners will observe, on looking at form E in the returns from this school, that in the sixth form whereas nine lessons a week are given in classics (exclusive of those devoted to ancient history and geography, the study of the Peloponnesian war, &c.), only three are given in mathematics, and only two in French; that in the upper fifth form whereas 12 lessons a week are given in classics, only two are given in French, and only three in arithmetic and mathematics; while even in the lowest class whereas six lessons a week are given in classics, only two are given in French, and *only three in arithmetic.* After this it will not surprise anyone to hear that the results in French, mathematics, and arithmetic are moderate. I do not indeed, think that the most is made even of the time that is given to mathematics. I am convinced from what I saw of the Euclid and arithmetic that the teaching in this branch of the school is not satisfactory. This, however, is a matter of detail, which I am sure the head master would be glad to remedy. The more important question whether the curriculum at this school ought in future to be so largely classical, is one which I submit to the consideration of the Commissioners.

Examination of lower school.

Lower School.—The second, fourth, and sixth (highest) forms in this school were examined. In the second 16 boys were presented of the average age of 11 years 9 months, and having been on an average $1\frac{1}{2}$ year in the school. They passed a very fair examination in English and Latin, grammar and history, their weakest subject being reading.

The fourth form presented 14 boys of the average age of 12 years 10 months. They were examined in French only, and did not appear to be satisfactorily taught in this subject. Their pronunciation was moderate, they had not mastered the text of the book which they had been reading, and were not well grounded in grammar.

The sixth form presented seven boys, aged 14 years 7 months, and having been in the school 4 years 2 months. They wrote answers to questions in English history, Euclid, and Algebra well, and translated from Cæsar creditably. They also tried some analysis of English sentences. This they did in bad style, both incorrectly and imperfectly. There was this difference between their analysis and that of the sixth form in the upper school, that whereas the latter were incomplete in

their analysis, but had no gross faults, such as mistaking enlargement of subject for object, &c., the boys of the lower school were not free from these errors. The masters and scholars of the Lower School have been under even greater disadvantages than those of the Upper School as regards the premises in which their work has hitherto been conducted, having had really no satisfactory accommodation whatever. It should be remarked that this is one of the very few schools in this district which have a *graduated admission examination.* The system has not been very long in operation, but it ought in time to have the effect of securing to the school the admission of none but well-grounded and intelligent boys. Conclusions.

APPENDIX VII.—THE BIRKBECK SCHOOLS.

The Birkbeck Schools are schools of modern origin designed for the education especially of the lower middle classes. I visited two of the schools, at opposite sides of London ; one of them being in Kingsland, and the other in Peckham. I have some difficulty in determining whether these schools should be classed as proprietary or private ; that is to say, in determining what exact amount of interest the superintendent of each school possesses in the establishment. On the whole I am inclined to think they may be classed as Proprietary Schools ; and, at all events, the mode in which they are managed and conducted is much more that which we generally find in public than in private schools. Birkbeck schools.

Both these schools were built by a well-known philanthropist, with the object of affording in them a type of what he considers that the education of the middle classes should be ; and the two main features of this education are instruction in Social Science and Physiology. Each of these schools has three departments, one for boys, another for girls, and a third for infants ; and I found all the departments in each of the schools well filled. I will give a brief description of one of the two schools, for they are both apparently so much alike that it will be sufficient to describe one. Object of these schools.

When I visited this school I found 302 boys, 131 girls, and 51 infants on the registers of the school, of whom 253 boys, 105 girls, and 39 infants were present. The three departments were under a superintendent who was trained at a Normal School for elementary teachers, and holds a certificate from the Committee of Council on Education. The staff of the boys' department consists of a head master, three assistants, two student teachers, a French master, a drawing master, and a drill master. These are all appointed by the superintendent. The staff of the girls' department consists of a head mistress and four assistants. The head mistress is appointed by the superintendent, and the assistants by her, subject to the approval of the superintendent. The salaries of the four assistants in the boys' department are respectively 80*l.*, 45*l.*, and 35*l.* per annum. The salary of a student-teacher begins with 3*s.* a week (or about 7*l.* a year), and rises annually, according to the following scale :— Second year, 5*s.* per week ; third year, 7*s.* ; fourth year, 9*s.* ; fifth year, 11*s.* After this, should the student-teacher stay at the school, his salary is raised "according to merit." But few of them stay beyond the fifth year ; many going into Government employment, and some into educational posts. (See Appendix VIII., columns 5, 7.) The Lancasterian system of making the children teach one another, in other words the monitorial system, is also largely used ; and thus the pupil-teacher and monitorial systems are combined. Description of one of these schools.

The buildings of this school are excellent, and cost, I believe, about 5,000*l.* The school is not endowed ; but having been started with good buildings and premises, is thenceforth self-supporting. There is accommodation here for about 800 scholars. The apparatus, and all other appliances in the schoolrooms and premises, are admirable.

The fees are 12*s.* per quarter, or 2*l.* 8*s.* per annum, all through the school. Parents find school materials, except pens and ink. For these fees the children are taught reading, writing, arithmetic, English grammar, composition, history, geography, drawing, vocal music, algebra, geometry, mensuration, mechanics, book-keeping, physiology, botany, social science, chemistry, experimental physics, and drill. French is an extra, 5*s.* per quarter ; piano-forte, 10*s.* 6*d.* per quarter ; drill with carbines, 1*s.* per quarter. The number paying for these extras at the date of my visit was : drill, 45 boys ; French, 30 boys, 25 girls ; piano, 11 girls, 0 boys. Latin is not taught, "because," says the superintendent, "there is no demand for it. If ten boys require it, a class will be formed. But that number never comes forward." The superintendent does not lay much stress on elementary knowledge, on arithmetic, history, or grammar, but desires that the children shall be well instructed "upon the moral condition of human well-being, which has given the Birkbeck Schools so distinctive a character." The prospectus of this school says—"Believing that the prevalence of "destitution is the great evil with which society has still to contend ; "and believing also that the ignorance of men generally as to the con- "ditions of well-being is a very potent cause of this evil, the supporters "of Birkbeck Schools are resolved that their pupils shall be thoroughly "instructed in the elements of social science. Particular attention is "requested to this portion of the Birkbeck system. Instruction in "social science includes, among other things, (1.) Instruction in the "means by which wealth, or the comforts and necessaries of life, are "produced ; this inquiry leading to conviction in the minds of the "pupils that industry, skill, economy, and security to property must "prevail in society in order that this production may be abundant ; "(2.) Instruction in the advantages of division of labour, of the "co-operation of labour and capital, and the arrangements which "facilitate interchange ; the study of these subjects furnishing the "pupils with arguments which demonstrate, beyond all doubt, how "honesty, sobriety, punctuality, and moral discipline must obtain "among a people for these arrangements to be fully serviceable. "(3.) Instruction in the influence upon the general well-being of the "prevalence of parental forethought or of parental improvidence."

Instruction in social science.

The question, of course, arises, how far does a system of education, which consists principally of making the children sit in classes, more or less large, on a gallery, and listen to lectures more or less well delivered, on these most true and important social theses, succeed in making the children themselves become, what the lecturer *perhaps* proves to them that it is their interest to become : viz., skilful, industrious, and economical. Which, in short, tends most to make a boy develope these qualities—a severe course of study in difficult subjects, commencing from early childhood, and creating a habit of application and logical thought ? or, the habit of sitting and listening to lectures which instruct him that it will be very useful to have those qualities ? Are we creatures that act generally by habit, or by logical conviction ?

In illustration of the teaching of social science the superintendent gave an oral lecture to 110 children (boys and girls) in the gallery, on the following proposition, which was written on the black-board.

"The supply and demand of some commodities is subject to much fluctuation; while the supply and demand of others is comparatively steady." The lecture lasted three quarters of an hour. It was not well delivered; far from interesting; poorly illustrated; and received by the children with decorum and propriety, but with no sign of real interest, and with little recollection of what the lecturer had said. He did not catechize at all well, and allowed much irregular and simultaneous answering.

In illustration of the teaching in physiology the head mistress of the girls' school gave an oral lesson on the human skeleton. It was well got up, well delivered, well arranged, and very clear; and she had an excellent diagram for illustration. But scarcely half the girls were attending, and the whole class remembered very little of what the teacher had told them at the close of the lesson. They were extremely quiet and well behaved; but very few of them followed the lecture.

APPENDIX VIII.—NOTES UPON THE HEADINGS IN THE FOLLOWING ANALYSIS OF RETURNS FROM PRIVATE SCHOOLS FOR BOYS.

1. "*Number.*"—These numbers are purposely taken at random, just as the returns came to my hand in analysing them, and do not in any way indicate the order in which the schools were visited, or the order in which the returns were sent to each school. They denote simply the order in which the returns were analysed by me, and cannot therefore afford a clue to the identification of any school.

2. "*Whether educating boys of the first, second, or third grade.*"—By the "first grade" is not necessarily meant any definite social status of parents; but the distinction is *educational*. For an explanation, see Report, page 236.

3. "*Denomination.*"—Where the entry under this heading is *Undenominational* (Und.), it is not necessarily meant that the principals or teachers are of no recognized religious denomination. What is meant is, that the principals of these schools receive the children of parents of all religious sects and opinions, excusing them from attendance at any religious observances or instruction to which, if used in the schools, the parents may happen to object on conscientious grounds. This freedom is of course most common in the case of day schools; but it will be seen that instances of it occur among boarding and boarding-day schools. In these cases, either the parent, confident that the principal is not extreme or bigoted in his views, permits the child to attend the place of worship of the principal; or the principal, having the opportunities accessible, permits the child to attend, under due regulation, the place of worship designated by the parent.

4. "*Degree, or professional status and qualifications of Principal.*"—See Report, page 362.

5. "*Proportion of teachers to scholars.*"—It is impossible to state this proportion with strict accuracy, because in most of these schools some, in some of them all, of the teachers are merely "*occasional*," that is, visitors to the school for one, two, or more hours per week; and not "*permanent*," that is, engaged in teaching some class or other in the school during all the hours that the school is at work. I have, in

the statement of this proportion, included all teachers whether *permanent* or *occasional*.

7. "*Degree, or professional status and qualifications of assistant teachers.*"—See Report, pages 364–7.

8. "*Average salary of permanent assistants.*"—This was one of the most difficult of the headings on which to obtain any, or reliable, information. There was no subject, except perhaps that under heading 19, on which principals manifested so much unwillingness to answer plain questions. See Report, page 365.

9. "*Number of subjects professed to be taught.*"—The following is a list of the subjects which I find to be taught in private schools. In considering the calculation under heading 10, it must be remembered that each of the following is considered a "subject," viz. :—

1. Divinity.
2. Reading (including Elocution).
3. Writing (including Dictation).
4. Arithmetic.
5. Modern Geography.
6. Modern History.
7. English Grammar (and Literature).
8. French.
9. Euclid.
10. Algebra.
11. Higher Mathematics.
12. Latin.
13. German.
14. Greek.
15. Ancient Geography.
16. Ancient History.
17. Italian.
18. Needlework.
19. Drawing.
20. Vocal Music.
21. Instrumental Music.
22. Chemistry.
23. Book-keeping.
24. Surveying and Mensuration.
25. Physical Science.
26. Object Lessons (*e.g.* on Common Things, &c.)
27. Stenography.
28. Social Science, Domestic Economy, &c.
29. Political Economy.
30. Dancing and Deportment.

10. "*Classification.*" By an "*uniform* classification" is meant that a preponderating importance is given to some one branch in the subjects of instruction (*e.g.* Divinity, or classics, or French, or mathematics); that the pupils are first classed according to their proficiency in that branch, and that they preserve that classification throughout the rest of their studies; *e.g.*, supposing a school to be "uniformly classed" by classics (Latin and Greek), then the boys in the highest class in classics would in that school be also the highest in mathematics, French, &c.; and those in the lowest class in classics would also be in the lowest in the other subjects. By a "*Duplex* classification" is meant that a preponderating influence is given to some two branches of study (*e.g.*, classics and mathematics; that the pupils are all classed, quite independently, for each of these branches, according to their proficiency in each of them, and then that, in the rest of their studies, they follow one or other of those two primary classifications. The "*Triplex* classification" is only an extension of the preceding system to three instead of two subjects. Usually in schools of the higher grade the "three subjects" are classics, mathematics, and modern languages. The "*Separate* classification" is where no one branch of study predominates strongly; but the pupils are independently classified according to their proficiency in each branch. The "*Vague* classification" arises generally out of failures in attempting the "separate," or in aiming at individual teaching; and is where, from the multiplicity of subjects, the want or inequality of information in the pupils, the ignorance of the art of school government in the principal, or the inefficiency of his staff of assistants, the school cannot fairly be said to have any proper classification.

11. "*Whether any graduated standard of attainments is required on admission.*" By "graduated" is meant, arranged as to difficulty

according to the age of the applicant for admission into the school. So that (*e.g.*) a boy of 14 should not be admitted unless he were able to pass (by the admission examination) into a class fairly suitable to his age.

18. "*Number of different kinds of physical exercises in the school*" (other than walking abroad and dancing). The number of physical exercises is computed according to the following Table; each of the following being reckoned a separate exercise, viz.:

1. Cricket.
2. Football.
3. Racquets, or Fives.
4. Hockey.
5. Hare and Hounds.
6. Quoits.
7. Archery.
8. Rowing.
9. Swimming.
10. Skating.
11. Gymnastics (in a prepared ground).
12. Athletic sports (*e.g.*, Fencing, Boxing, Wrestling, Throwing, Jumping, and the like, not necessarily carried on in a prepared ground).
13. Drill.
14. Miscellaneous.

Of many of the "Miscellaneous," as practised in private schools, the names are to me unintelligible, *e.g.*, "Cross Stag," "Black Bull," "Bobbies and Thieves," "Hoppy," &c. Others, such as "Rounders," "Marbles," "Hoops," and "Tops," I have seen played at the elementary schools. Probably, however, most of these with, the exception of "Marbles" and "Tops," are good healthful exercises, and all of them afford more or less mental *diversion*.

19. "*Whether each scholar has a separate bed.*" The information under this heading was almost, if not quite, as difficult to obtain as that under heading 8. In some cases where the principal had returned the answer "Yes" to this question, I found upon personal investigation that the rule of giving a separate bed to each pupil, was, to say the least, not strictly maintained; exceptions, more or less, frequent being sanctioned, sometimes in the case of "two brothers," sometimes of "two little boys," sometimes because "the parents particularly requested it." Wherever I have found, on investigation, that the rule was not absolute I have altered the answer "Yes" into "No." Many of the replies, however, in this heading remain unverified.

20. "*Whether the Registration is adequate.*" By "*adequate*" is meant, so far complete as to enable the principal to ascertain for his guidance, or for the information of others, such ordinary statistics as "what is the average age of his scholars now or formerly;" "How long on an average they stay in his school;" "What on an average is the age at which they come to his school," "What on an average is the age at which they leave school," and the like. The question of the adequacy of registration in these schools has sometimes been ascertained by personal enquiry and inspection, sometimes by noticing the way in which the statistical questions in the returns were answered.

25. "*School Fees.*" Where the school is boarding or boarding-day the fees for board and education combined are given. Where the fees are graduated according to age, an asterisk is placed. There are in many cases "*Extras*," *i.e.*, branches of instruction, more or less necessary, which are not included in the fees, but for which an additional payment must be made. So that the highest sum named in column 24 does not *always* include the highest sum paid for a boy's education at a given school. In each case, however, the sum named is the highest that his friends would be *obliged* to pay, in order to keep him at that school.

1. Number.	2. Whether educating Boys of First (I.), Second (II.), or Third (III.) Grade. See p. 236.	3. Denomination, whether Church of England, Eng.; Church of Scotland, Scot.; Roman Catholic, R. C.; Protestant Dissenter, Diss.; Jewish, J.; Undenominational, Und.	4. Boarding only, B.; Day only, D.; Both, B. D.	5. Degree, or Professional Status and Qualification of Principal.	6. Proportion of Teachers to Scholars; about one to every—	7. Degree, or Professional Status and Qualifications of Assistant Teachers.	8. Average Salary of permanent Assistants. *Board also given.	9. Number of Subjects professed to be taught.	10. Classification, whether Uniform (U.), Duplex (D.), Separate for several Subjects (S.), or Vague (V.)	11. Whether any graduated Standard of Attainments is required at Admission.	12. Whether School prepares Boys for the University of Oxford (O.), Cambridge (C.), or London (L.)
1	II.	Und.	B. D.	M.A. Lond. Ph. D. Giessen.	20	One M.A. Edin. Rest, none.	40*l.**	20	S.	No.	L.
2	III.	Eng.	D.	None.	15	None.	10*l.**	15	U.	No.	No.
3	I.	Eng.	B.	M.A. Oxon.	7	None.	70*l.**	17	S.	No.	C. L.
4	III.	R. C.	D.	None.	75	None.	Answer refused.	7	S.	No.	No.
5	I.	Eng.	B.	M.A. Oxon.	10	One B.A. Camb. Rest, none.	130*l.**	18	S.	No.	Yes.
6	II.	Eng.	B. D.	F.R.S.A.	11	None.	80*l.**	22	U. by Latin.	No.	No.
7	II.	Und.	B. D.	B.A. Lond. M.C.P.	16	None.	40*l.**	21	U.	No.	Yes.
8	I.	Eng.	B.	None.	10	One M.A. Camb. Rest, none.	68*l.**	20	U. by modern languages.	No.	Yes.
9	II.	R. C.	B.	Ph. D., L.C.P.	10	None.	45*l.*	20	S.	No.	No.
10	III.	Und.	D.	L.C.P.	—	None.	Answer refused.	11	U.	No.	No.
11	II.	Und.	B. D.	None.	12	None.	Answer refused.	16	U. by French.	No.	L.
12	III.	Und.	B. D.	B.A. Lond.	—	None.	Answer refused.	10	S.	No.	No.
13	II.	Diss.	B.	M.A. Lond.	10	None.	70*l.*	18	U. by Classics.	No.	L.
14	II.	Und.	B. D.	None.	—	None.	Answer refused.	16	U. by French.	No.	L.

15	II.	Und.	D.	None.	32	—	—	—	V.	No.	No.
16	II.	Und.	D.	None.	23	None. (Women only.)	42*l.**	20	V.	No.	L.
17	II.	Und.	D.	None.	10	None.	20*l.**	14	S.	No.	No.
18	II.	Und.	B. D.	B.A. Lond.	—	None.	Answer refused.	13	S.	No.	No.
19	II.	Und.	D.	L.C.P.	—	—	—	13	U.	No.	No.
20	II.	Eng.	B. D.	None.	15	None.	50*l.**	15	S.	No.	No.
21	II.	Eng.	B. D.	Holy Orders.	—	None.	Answer refused.	18	V.	No.	No.
22	II.	Eng.	B. D.	M.A. Camb. Holy Orders.	—	—	—	—	V.	No.	—
23	III.	Und.	D.	None.	—	No Assistants.	—	—	V.	No.	No.
24	II.	Eng.	B. D.	L.C.P.	10	None.	53*l.* 6*s.* 8*d.*	15	U. by Latin.	No.	No.
25	III.	Und.	D.	M.C.P.	30	No Assistants.	—	11	V.	No.	No.
26	II.	Und.	D.	B.A. Lond.	12	None.	60*l.*	13	U.	No.	L.
27	III.	Und.	B. D.	None.	—	No Assistants.	—	—	None.	No.	No.
28	III.	Eng.	D.	None.	22	No Assistants.	—	10	U. by Reading.	No.	No.
29	I.	Eng.	B.	B.A. Camb. Wrangler.	4	—	127*l.**	20	S.	No.	O. C. L.
30	I.	Eng.	B.	M.C.P.	6	None.	66*l.* 6*s.* 8*d.**	18	V.	No.	O. C. L.
31	I.	Eng.	B. D.	M.A. Camb.	4	M.A. Camb.	125*l.*	11	S.	No.	O. C. L.
32	I.	Eng.	B. D.	Ph. D. Giessen.	7	None.	50*l.**	16	U. by Classics.	Yes.	O. C. L.
33	II.	Und.	B.	None.	8	None.	40*l.**	12	U.	No.	No.
34	III.	Und.	D.	None.	33	None.	65*l.*	13	D.	No.	No.
35	II.	Und.	B. D.	B.A. Lond. L.C.P.	10	None.	35*l.**	17	S.	No.	L.
36	I.	Eng.	B. D.	M.A. Camb. Holy Orders.	9	Graduates of Cambridge.	70*l.*	17	S.	No.	O. C. L.
37	III.	Und.	D.	None.	—	None.	Answer refused.	17	V.	No.	No.
38	III.	Und.	D.	P. T. in a Birkbeck School.	50	Birkbeck training.	50*l.*	20	S.	No.	No.
39	II.	Und.	D.	M.A. Camb.	—	—	—	15	U.	No.	No.
40	III.	Und.	D.	None.	20	No Assistants.	—	10	U.	No.	No.
41	III.	Und.	D.	None.	35	None.	—	—	V.	No.	No.

1. Number.	2. Whether educating Boys of First (I.), Second (II.), or Third (III.) Grade. See page 236.	3. Denomination, whether Church of England, Eng.; Church of Scotland, Scot.; Roman Catholic, R. C.; Protestant Dissenter, Diss.; Jewish, J.; Undenominational, Und.	4. Boarding only, B.; Day only, D.; Both, B. D.	5. Degree, or Professional Status and Qualification of Principal.	6. Proportion of Teachers to Scholars; about one to every—	7. Degree, or Professional Status and Qualifications of Assistant Teachers.	8. Average Salary of permanent Assistants. * Board also given.	9. Number of Subjects professed to be taught.	10. Classification, whether Uniform (U.), Duplex (D.), Separate for several Subjects (S.), or Vague (V.)	11. Whether any graduated Standard of Attainments is required at Admission.	12. Whether School prepares Boys for the University of Oxford (O.), Cambridge (C.), or London (L.)
42	II.	Eng.	B. D.	None.	28	No Assistants.	—	17	None.	No.	No.
43	II.	Und.	D.	None.	30	No Assistants.	—	10	None.	No.	No.
44	III.	Eng.	D.	None.	50	No Assistants.	—	12	V.	No.	No.
45	II.	Und.	B. D.	None.	10	None.	40*l.*	19	U.	Yes.	No.
46	III.	Und.	D.	None.	14	No Assistants.	—	5	S.	No.	No.
47	II.	Und.	D.	None.	78	No Assistants.	—	13	U.	No.	No.
48	III.	Und.	D.	None.	20	No Assistants.	—	15	S.	No.	No.
49	III.	Und.	D.	None.	13	None.	Answer refused.	11	D.	No.	No.
50	III.	Und.	D.	M.C.P.	30	None.	Answer refused.	11	U.	No.	No.
51	III.	Und.	D.	None.	30	No Assistants.	—	6	U.	No.	No.
52	II.	Und.	D.	None.	20	None.	—	16	U.	No.	No.
53	III.	Und.	D.	None.	—	No Assistants.	—	—	V.	No.	No.
54	III.	Und.	D.	M.C.P.	—	No Assistants.	—	10	V.	No.	No.
55	II.	Eng.	B. D.	Articled to a private schoolmaster.	5	None.	21*l.*	16	S.	No.	L.
56	II.	Eng.	B. D.	LL.B. Lond.	6	One B.A. Lond. Rest, none.	—	19	S.	No.	No.
57	III.	—	D.	None.	20	—	—	7	—	—	No.
58	II.	J.	B. D.	Jewish Minister.	16	None.	55*l.**	16	S.	Yes.	No.
59	III.	Und.	D.	None.	—	No Assistants.	—	—	—	No.	No.

60	I.	Und.	B. D.	None.	6	None.	30*l.*	16	S.	No.	No.
61	II.	Eng.	B. D.	B.A. Lond.	10	None.	31*l.* 10*s.*	16	S.	No.	No.
62	II.	Und.	B. D.	None.	30	None.	—	15	Triplex.	Yes.	L.
63	III.	Und.	D.	None.	32	None.	—	11	V.	No.	No.
64	III.	Und.	D.	None.	45	No Assistants.	—	13	U.	No.	No.
65	III.	Und.	D.	None.	35	No Assistants.	—	11	S.	No.	No.
66	II.	Eng.	B. D.	None.	—	None.	42*l.*	12	S.	No.	No.
67	I.	Eng.	B.	M.A. Camb.	9	Graduates of Oxford and Cambridge.	140*l.**	22	D.	Yes.	O. C. L.
68	II.	Und.	B. D.	Student in Univ. Lond.	20	One trained Normal School and certificated. Rest, none.	44*l.*	12	S.	No.	No.
69	II.	Eng.	B. D.	M.C.P.	10	None.	40*l.*	16	S.	No.	No.
70	III.	Und.	D.	None.	40	No assistants.	—	7	—	No.	No.
71	III.	J.	D.	None.	17	None.	Answer refused.	—	—	No.	No.
72	II.	Und.	B. D.	M.A. Lond. L.C.P.	20	One M.A. Aberdeen. Rest, none.	60*l.**	18	Triplex.	No.	L.
73	III.	Diss.	D.	None.	4	No assistants.	—	12	S.	No.	No.
74	II.	Und.	B. D.	L.C.P., M.S.A.	10	None.	65*l.* partial board.	20	V.	No.	No.
75	III.	Und.	B. D.	None.	—	None.	18*l.**	11	V.	No.	No.
76	II.	Und.	D.	Trained in a Normal Sch. and certificated.	25	None.	—	—	Triplex.	No.	No.
77	III.	Und.	D.	None.	—	No assistants.	—	—	V.	No.	No.
78	II.	Eng.	B. D.	B.A. Lond.	18	None.	28*l.**	17	V.	No.	No.
79	III.	Und.	D.	None.	—	None.	Answer refused.	—	S.	No.	No.
80	II.	Und.	D.	None.	—	None.	—	18	U.	No.	No.
81	II.	Eng.	B. D.	None.	32	No assistants.	—	—	V.	No.	No.
82	II.	Und.	D.	Ph. D. Jena, trained in a French Lycée.	—	None.	Answer refused.	15	—	No.	—

1. Number.	2. Whether educating Boys of First (I.), Second (II.), or Third (III.) Grade. See p. 236.	3. Denomination, whether Church of England, Eng.; Church of Scotland, Scot.; Roman Catholic, R. C.; Protestant Dissenter, Diss.; Jewish, J.; Undenominational, Und.	4. Boarding only, B; Day only, D.; Both, B. D.	5. Degree, or Professional Status and Qualification of Principal.	6. Proportion of Teachers to Scholars; about one to every—	7. Degree, or Professional Status and Qualifications of Assistant Teachers.	8. Average Salary of permanent Assistants. * Board also given.	9. Number of Subjects professed to be taught.	10. Classification, whether Uniform (U.), Duplex (D.), Separate for several Subjects (S.), or Vague (V.)	11. Whether any graduated Standard of Attainments is required at Admission.	12. Whether School prepares Boys for the University of Oxford (O.), Cambridge (C.), or London (L.)
83	II.	Eng.	B. D.	M.C.P.	17	One Scotch Graduate, one Lond. Univ. Rest, none.	64*l.**	—	—	No.	No.
84	III.	Eng.	B. D.	M.A. Camb.	10	One M.A. Camb. Rest, none.	80*l.**	14	—		
85	II.	Und.	D.	Trained in a Normal Sch. and certificated.	50	Apprenticed in a Birkbeck School.	55*l.*	20	S.	No.	No.
86	II.	Eng.	B. D.	L.C.P.	50	None.	—	16	V.	No.	
87	II.	Eng.	D.	M.A. Camb.	28	None.	—	16	U. by Classics.	No.	No.
88	II.	Eng.	B. D.	Ph. D., M.C.P.	27	One M.A. Scotland, one trained Normal School and certificated.	40*l.**	14	Triplex.	No.	No.
89	II.	Eng.	B.	Ph. D., M.C.P.	20	One B.A. Camb., one B.A. Dublin, one trained Normal School and certificated.	Answer refused.	—	U.	No.	No.
90	II.	Und.	B.	B.A. Lond.	15	One M.A. Camb. Rest, none.	Answer refused.	—	U.	No	
91	II.	Eng.	D.	M.A. Camb.	—	Graduates of Oxf. and Camb.	Answer refused.	—	D.	No.	L.

92	II.	Eng.	B. D.	None.	—	None.	—	—	V.	No.	L.
93	II.	Eng.	D.	None.	36	—	—	12	S.	No.	No.
94	I.	Eng.	B. D.	Ph. D.	—	One B.A. Dublin. Rest, none.	Answer refused.	16	S.	No.	O. C. L.
95	III.	Eng.	D.	Trained in a Normal Sch. and certificated.	30	No assistants.	—	10	U. by Arithmetic.	No.	No.
96	III.	Und.	D.	L.C.P.	—	None.	—	18	V.	No.	No.
97	III.	Und.	D.	LL.D. Dublin.	8	No assistants.	—	9	V.	No.	No.
98	II.	Und.	B. D.	Foreign training.	15	—	1*s.* per hour.	20	S.	No.	L.
99	II.	Und.	B. D.	M.A. Edinb.	12	Graduates of Scotch and Foreign Universities.	31*l.* 6*s.* 8*d.*	16	S.	No.	No.
100	I.	Und.	B. D.	Trained in Germany.	—	Foreign training.	95*l.*	—	D.	No.	L.
101	II.	Und.	D.	None.	15	None.	—	16	Triplex.	No.	No.
102	III.	Und.	D.	None.	50	None.	Board only.	12	S.	No.	No.
103	II.	Eng.	B. D.	None.	15	None.	50*l.**	18	V.	No.	No.
104	III.	Eng.	B. D.	None.	17	None.	45*l.*	14	U.	No.	No.
105	II.	Und.	B. D.	B.A. Lond.	8	None.	45*l.**	16	D.	No.	L.
106	II.	Und.	B. D.	Trained in a Normal School & certificated.	6	None.	33*l.**	18	V.	No.	No.
107	II.	Und.	B. D.	None.	—	None.	Answer refused.	12	—	No.	No.
108	II.	Eng.	B. D.	None.	20	None.	29*l.*	—	U.	No.	No.
109	II.	Eng.	B. D.	None.	35	None.	Answer refused.	14	V.	No.	No.
110	II.	Eng.	B.	None.	—	None.	80*l.**	16	U.	No.	L.
111	II.	Und.	B. D.	Ph. D. M.A. Lond. L.C.P.	—	None.	Answer refused.	—	D.	No.	No.
112	II.	Und.	B. D.	B.A. Lond.	10	None.	60*l.*	16	S.	No.	L.

1. Number.	2. Whether educating Boys of First (I.), Second (II.), or Third (III.) Grade. See p. 236.	3. Denomination, whether Church of England, Eng.; Church of Scotland, Scot.; Roman Catholic, R. C.; Protestant Dissenter, Diss.; Jewish, J.; Undenominational, Und.	4. Boarding only, B.; Day only, D.; Both, B. D.	5. Degree, or Professional Status and Qualification of Principal.	6. Proportion of Teachers to Scholars; about one to every—	7. Degree, or Professional Status and Qualifications of Assistant Teachers.	8. Average Salary of permanent Assistants. * Board also given.	9. Number of Subjects professed to be taught.	10. Classification, whether Uniform (U.), Duplex (D.), Separate for several Subjects (S.), or Vague (V.)	11. Whether any graduated Standard of Attainments is required at Admission.	12. Whether School prepares Boys for the University of Oxford (O.), Cambridge (C.), or London (L.)
113	II.	Eng.	B. D.	None.	2	None.	—	16	V.	No.	L.
114	II.	Und.	B. D.	None.	6	None.	45*l.**	12	U. by Classics.	No.	No.
115	II.	Und.	D.	B.A. Lond. M.C.P.	5	None.	20*l.*	—	D.	No.	No.
116	III.	Eng.	B. D.	L.C.P.	10	None.	40*l.**	12	S.	No.	No.
117	II.	Eng.	B. D.	None.	14	None.	40*l.**	—	V.	No.	No.
118	III.	Eng.	B. D.	Student of Univ. Lond.	12	None.	Answer refused.	10	U. by Commercial Subjects.	No.	No.
119	II.	Und.	B. D.	L.C.P.	20	None.	30*l.*	16	V.	No.	No.
120	II.	Und.	B. D.	M.C.P.	10	None.	30*l.**	18	D.	Yes.	No.
121	II.	Und.	B. D.	None.	—	None.	Answer refused.	—	V.	No.	L.
122	III.	Und.	D.	None.	20	No Assistants.	—	10	V.	No.	No.
123	II.	Und.	B. D.	L.C.P.	—	None.	35*l.*	—	S.	No.	L.
124	I.	Eng.	B.	M.A. Camb.	—	Answer refused.	Answer refused.	—	U.	No.	C.L.
125	II.	R. C.	B. D.	M.C.P.	13	None.	35*l.*	14	S.	No.	L.
126	II.	Und.	B. D.	M.A. Lond.	12	None.	55*l.*	14	—	No.	No.
127	I.	Dis.	B.	B.A. Lond.	—	None.	65*l.**	15	U. by Classics.	No.	L.
128	II.	Und.	B. D.	None.	—	None.	60*l.**	16	S.	No.	No.
129	II.	Eng.	B. D.	None.	30	None.	35*l.*	14	V.	No.	No.
130	II.	Eng.	B. D.	L.C.P.	—	None.	55*l.*	—	Triplex.	No.	No.

Number.	13. Whether School is visited by any External Examiner for the purpose of General Examination.	14. Whether the Principal desires that it should be so visited.	15. Whether the School sends in Pupils to the Oxford (O.) or Cambridge (C.) Local Examinations; or to the Examinations of the College of Preceptors (P.)	16. Whether the School sends up whole Classes (W.) or only selected Pupils (S.) to such Examinations.	17. Whether the School is governed through Monitors (M.) or Ushers (U.)	18. Number of different kinds of Physical Exercise used.	19. Whether each Scholar has a separate Bed.	20. Whether the Registration is adequate.	21. Whether Parents wish Classics taught to their Sons. Where * occurs, the objection is to Greek only.	22. What Subjects Parents chiefly desire to be taught to their Sons.	23. School Fees per Annum. Where * occurs, the Fees are graduated according to Age of Scholar.	24. Chief Difficulties experienced by the Principal.
1	No.	No.	O. & P.	S.	U.	8	No.	Yes.	No.	English, French, Arithmetic, Book-keeping.	42*l.* to 57*l.* 15*s.**	Want of good assistants.
2	No.	No.	No.	—	U.	6	—	No.	No.	English, French, Commercial Arithmetic.	4*l.* 4*s.* to 6*l.* 6*s.**	—
3	Yes.	Yes.	C	S.	U.	4	Yes.	Yes.	No.*	Mathematics, Latin, French, German.	70*l.**	Want of good assistants.
4	No.	No.	No.	—	—	None.	—	Yes.	No.	English, French, Arithmetic.	4*l.*	—
5	Yes.	Yes.	No.	—	M.	10	Yes.	Yes.	No.*	English, Latin, French, Mathematics.	70*l.* to 80*l.**	—
6	No.	Yes.	No.	—	U.	5	Yes.	No.	No.*	English, Latin, Arithmetic.	45*l.* to 60*l.**	—
7	Yes.	Yes.	P.	S.	U.	—	Yes.	No.	No.	English, French, Mathematics.	—	Want of good assistants.
8	No.	Yes.	No.	—	U.	8	Yes.	Yes.	No.	French, Mathematics, Gentlemanly Deportment.	80*l.* to 100*l.**	—
9	No.	No.	No.	—	U.	4	Yes.	No.	No.	French, English, Arithmetic.	32*l.* to 105*l.**	—
10	No.	No.	P.	S.	U.	—	—	No.	No.	English, Arithmetic, French, German.	4*l.* 4*s.* to 8*l.* 8*s.**	Irregular attendance.

Number.	13. Whether School is visited by any External Examiner for the purpose of General Examination.	14. Whether the Principal desires that it should be so visited.	15. Whether the School sends in Pupils to the Oxford (O.) or Cambridge (C.) Local Examinations; or to the Examinations of the College of Preceptors (P.)	16. Whether the School sends up whole Classes (W.) or only selected Pupils (S.) to such Examinations.	17. Whether the School is governed through Monitors (M.) or Ushers (U.)	18. Number of different kinds of Physical Exercise used.	19. Whether each Scholar has a separate Bed.	20. Whether the Registration is adequate.	21. Whether Parents wish Classics taught to their Sons. Where * occurs, the objection is to Greek only.	22. What Subjects Parents chiefly desire to be taught to their Sons.	23. School Fees per Annum. Where * occurs, the Fees are graduated according to Age of Scholar.	24. Chief Difficulties experienced by the Principal.
11	No.	Yes.	O. C. & P.	S.	U.	1	Yes.	No.	No.	English, French, Arithmetic.	52*l.* 10*s.*	—
12	No.	Doubtful.	No.	—	U.	—	No.	No.	No.	Writing, French, Arithmetic.	—	—
13	No.	No.	No.	—	U.	3	Yes.	Yes.	No.	English, French, Arithmetic, German.	78*l.* 15*s.*	—
14	No.	Yes.	P.	S.	U.	3	No.	No.	No.	—	—	Want of good assistants.
15	No.	No.	No.	—	—	—	—	No.	No.	English.	—	—
16	No.	Doubtful.	O.	S.	—	5	—	No.	—	—	8*l.* 8*s.* to 14*l.* 14*s.*	—
17	No.	Yes.	O.	S.	U.	1	—	Yes.	No.	English, Arithmetic.	8*l.* 8*s.* to 12*l.* 12*s.*	—
18	No.	No.	No.	—	U.	1	No.	No.	No.	English, Arithmetic.	37*l.* to 51*l.**	Want of good assistants.
19	No.	Doubtful.	P.	S.	U.	—	—	No.	No.	English, French, Arithmetic.	8*l.* 8*s.* to 10*l.* 10*s.*	—
20	No.	Yes.	O.	S.	U.	5	No.	Yes.	No.	English, French, Arithmetic.	31*l.* 10*s.* to 36*l.* 15*s.*	Want of good assistants.
21	Yes.	Yes.	C.	S.	U.	6	No. "Two in a bed."	No.	No.	English, Arithmetic.	31*l.* 10*s.* to 47*l.* 5*s.*	—
22	Yes.	—	—	—	U.	3	Yes.	No.	No.	English, French, Arithmetic.	—	—

23	No.	No.	No.	—	—	—	—	No.	No.	Arithmetic, Reading, Writing.	—	—
24	Yes.	Yes.	O.	S.	U.	5	Yes.	Yes.	No.*	English, French, Latin, Arithmetic.	42*l.*	Want of good assistants.
25	No.	Doubtful.	No.	—	—	—	—	No.	No.	English Arithmetic.	5*l.* 5*s.*	—
26	Yes.	Yes.	O. C. & P.	S.	U.	3	—	Yes.	No.	English, French, Arithmetic.	3*l.* 3*s.* to 12*l.* 12*s.*	—
27	No.	No.	No.	—	—	—	No. "Two in a bed."	No.	No.	English Arithmetic.	—	—
28	No.	Yes.	No.	—	—	—	—	No.	No.	English Arithmetic.	5*l.* 5*s.*	—
29	Yes.	Yes.	No.	—	U.	5	Yes.	Yes.	No.*	Latin, English, French, Music, Drawing.	110*l.* to 200*l.**	—
30	No.	No.	No.	—	U.	5	Yes.	Yes.	—	—	30*l.*	—
31	No.	Yes.	No.	—	U.	—	Yes.	Yes.	No.	Mathematics, French, Drawing.	157*l.* 10*s.*	—
32	Yes.	Yes.	No.	—	U.	6	Yes.	Yes.	No.	Mathematics, French, English.	56*l.* to 63*l.**	Want of good assistants.
33	No.	Yes.	No.	—	U.	5	Yes.	Yes.	No.	English, French, Arithmetic.	42*l.* to 47*l.* 5*s.*	—
34	No.	Yes.	No.	—	—	1	—	Yes.	No.	Reading, Writing, Arithmetic.	2*l.* 10*s.* to 4*l.* 6*s.*	
35	No.	Yes.	O.	S.	U.	5	Yes.	No.	No.	English, French, Mathematics.	38*l.*	
36	No.	Yes.	No.	—	U.	4	No.	Yes.	—	—	68*l.* to 116*l.**	
37	No.	No.	No.	—	U.	—	—	No.	—	—	3*l.* to 6*l.**	Irregular attendance.
38	No.	Yes.	No.	—	M.	1	—	Yes.	No.	Arithmetic, English, Vocal Music.	1*l.* 4*s.* to 2*l.* 8*s.**	
39	No.	No.	No.	—	—	—	—	No.	No.*	Latin, English, Arithmetic.	3*l.* 3*s.* to 3*l.* 13*s.* 6*d.**	
40	No.	Yes.	No.	—	—	—	—	Yes.	No.	English, French, Arithmetic.	4*l.* 10*s.* to 8*l.* 6*s.**	Interference of parents.

Number.	13. Whether School is visited by any External Examiner for the purpose of General Examination.	14. Whether the Principal desires that it should be so visited.	15. Whether the School sends in Pupils to the Oxford (O.) or Cambridge (C.) Local Examinations; or to the Examinations of the College of Preceptors (P.)	16. Whether the School sends up whole Classes (W.) or only selected Pupils (S.) to such Examinations.	17. Whether the School is governed through Monitors (M.) or Ushers (U.)	18. Number of different kinds of Physical Exercise used.	19. Whether each Scholar has a separate Bed.	20. Whether the Registration is adequate.	21. Whether Parents wish Classics taught to their Sons. Where * occurs, the objection is to Greek only.	22. What Subjects Parents chiefly desire to be taught to their Sons.	23. School Fees per Annum. Where * occurs, the Fees are graduated according to Age of Scholar.	24. Chief Difficulties experienced by the Principal.
41	No.	Doubtful.	No.	—	—	—	—	No.	No.	English, French, Arithmetic.	4*l.* 4*s.* to 5*l.* 5*s.**	—
42	No.	Yes.	No.	—	—	2	Yes.	Yes.	No.	English, French, Mathematics.	30*l.* to 130*l.**	—
43	No.	No.	No.	—	—	—	—	No.	No.	Quite indifferent.	1*l.* 1*s.* to 2*l.* 2*s.**	Irregular attendance.
44	Yes.	Yes.	No.	—	—	1	—	Yes.	No.	French, German, Writing, Arithmetic.	4*l.* 4*s.* to 6*l.* 6*s.**	—
45	Yes.	Yes.	No.	—	U.	1	Yes.	No.	No.*	Latin, English, French, Arithmetic.	42*l.* to 52*l.* 10*s.**	Want of good assistants.
46	No.	No.	No.	—	—	—	—	Yes.	No.	Reading, Writing, Arithmetic.	2*l.* 8*s.* to 3*l.**	—
47	No.	Doubtful.	No.	—	—	2	—	Yes.	No.	Arithmetic.	2*l.* 2*s.* 6*d.* to 3*l.**	—
48	Yes.	Yes.	No.	—	—	1	—	Yes.	No.	Writing, Arithmetic.	4*l.* 4*s.*	—
49	No.	No.	No.	—	—	1	—	No.	No.	Writing, Arithmetic.	3*l.* 3*s.* to 4*l.* 4*s.*	—
50	No.	Doubtful.	No.	—	U.	—	—	No.	No.	English, French, Arithmetic.	—	Interference of parents.
51	No.	No.	No.	—	—	—	—	No.	No.	Arithmetic.	1*l.* 16*s.* to 2*l.* 8*s.**	—
52	No.	No.	No.	—	—	—	—	Yes.	No.	English, French, Arithmetic.	—	—

53	No.	No.	No.	—	—	—	—	No.	No.	Arithmetic.	—	—
54	No.	Yes.	No.	—	—	—	—	No.	No.	English, French, Arithmetic.	—	—
55	Yes.	Yes.	No.	—	U.	5	Yes.	Yes.	No.	French, German, Mathematics, Physical Science.	52*l.* 10*s.* to 75*l.* 12*s.**	Want of good assistants.
56	No.	Yes.	No.	—	U.	4	No.	No.	No.*	Latin, French, Arithmetic, Drawing.	40*l.*	—
57	—	—	No.	—	—	—	—	No.	—	—	3*l.* to 5*l.**	—
58	No.	Yes.	No.	—	U.	5	No.	Yes.	No.	English, French, German, Arithmetic, Drawing, Music.	42*l.* to 63*l.**	—
59	No.	No.	No.	—	—	—	—	No.	No.	Reading, Writing, Arithmetic.	—	—
60	Yes.	No.	No.	—	U.	4	Yes.	Yes.		—	—	—
61	No.	Yes.	No.	—	U.	3	Yes.	No.	No.	English, Writing, Arithmetic.	40*l.* to 52*l.* 10*s.**	—
62	No.	Yes.	O. P.	S.	U.	4	Yes.	Yes.	No.	English, French, German.	31*l.* 10*s.* to 42*l.**	—
63	No.	Doubtful.	No.	—	—	—	—	Yes.	No.	"Commercial subjects."	2*l.* 2*s.* to 4*l.* 4*s.**	—
64	No.	Yes.	No.	—	—	1	—	Yes.	No.	Arithmetic.	2*l.* 2*s.* to 3*l.* 12*s.*	—
65	No.	No.	No.	—	—	—	—	No.	No.	Arithmetic.	—	—
66	No.	Doubtful.	No.	—	U.	4	No.	—	Yes.	—	39*l.* 18*s.* to 65*l.* 2*s.*	—
67	No.	Yes.	No.	—	M.	8	Yes.	Yes.	Yes.	—	105*l.*	—
68	No.	Yes.	No.	—	U.	4	No.	No.	No.	English, French, Mathematics.	30*l.* 9*s.* to 37*l.* 16*s.**	—
69	No.	Yes.	O. C. P.	S.	U.	5	No.	No.	No.	English.	31*l.* 10*s.*	—
70	No.	—	No.	—	—	—	—	No.	No.	"Commercial."	—	Irregular attendance.
71	No.	—	No.	—	—	—	—	No.	No.	Hebrew, and "Commercial."	—	—
72	No.	Yes.	O. C. P.	S.	M.	6	No.	No.	No.*	Latin, French, "Commercial."	27*l.* 6*s.* to 46*l.* 4*s.**	—

Number.	13. Whether School is visited by any External Examiner for the purpose of General Examination.	14. Whether the Principal desires that it should be so visited.	15. Whether the School sends in Pupils to the Oxford (O.) or Cambridge (C.) Local Examination: or to the Examinations of the College of Preceptors (P.)	16. Whether the School sends up whole Classes (W.) or only selected Pupils (S.) to such Examinations.	17. Whether the School is governed through Monitors (M.) or Ushers (U.)	18. Number of different kinds of Physical Exercise used.	19. Whether each Scholar has a separate Bed.	20. Whether the Registration is adequate.	21. Whether Parents wish Classics taught to their Sons. Where * occurs, the objection is to Greek only.	22. What Subjects Parents chiefly desire to be taught to their Sons.	23. School Fees per Annum. Where * occurs, the Fees are graduated according to Age of Scholar.	24. Chief Difficulties experienced by the Principal.
73	No.	Yes.	No.	—	—	—	—	Yes.	No.	Arithmetic.	4*l.* 4*s.*	—
74	No.	Doubtful.	C. P.	S.	U.	3	Yes.	Yes.	No.	French, German, Mathematics.	52*l.* 10*s.* to 73*l.* 10*s.**	—
75	No.	No.	No.	—	U.	—	No.	No.	—	—	30*l.*	
76	No.	Yes.	No.	—	U.	—	—	No.	No.	Arithmetic, Writing, French.	6*l.* 6*s.* to 8*l.* 8*s.**	—
77	No.	No.	No.	—	—	2	—	No.	No.	English.	—	—
78	No.	Yes.	O.	S.	U.	4	No.	Yes.	No.	French, Arithmetic.	28*l.* 7*s.* to 31*l.* 10*s.**	Want of good assistants.
79	No.	No.	No.	—	—	—	—	No.	No.	"Commercial."	—	Irregular attendance.
80	No.	No.	No.	—	U.	—	—	No.	No.*	Latin, English, Arithmetic, Science, French.	2*l.* 2*s.* to 5*l.* 5*s.**	—
81	No.	—	No.	—	—	—	Answer refused.	No.	—	—	—	—
82	No.	Yes.	—	—	U.	—	—	No.	No.*	French, Latin, German, Arithmetic.	8*l.* 8*l.* to 12*l.* 12*s.**	—
83	Yes.	Yes.	No.	—	U.	—	No.	No.	No.*	English, French, Latin.	36*l.* 15*s.* to 52*l.* 10*s.**	—
84	Yes.	Yes.	P.	S.	M.	—	Yes.	No.	No.*	Latin, English, French, Arithmetic.	56*l.* 14*s.* to 63*l.**	Want of good assistants.
85	No.	Yes.	No.	—	M.	3	—	Yes.	No.	Arithmetic, Music, Science.	2*l.* 8*s.*	

86	Yes.	Yes.	No.	—	—	—	No.	—	Yes.	—	52*l.* 10*s.*	—
87	No.	Yes.	No.	—	U.	—	—	—	No.*	Latin, English, French, Arithmetic.	10*l.* 10*s.* to 12*l.* 12*s.**	—
88	No.	No.	P.	S.	U.	6	No.	Yes.	No.*	English, Latin, French, Arithmetic.	—	Want of good assistants.
89	No.	No.	O. P.	S.	U.	—	Yes.	No.	No.*	English, Latin, French, Arithmetic.	37*l.* 16*s.* to 105*l.**	Want of good assistants.
90	No.	—	O. C. P.	S.	U.	6	Yes.	No.	No.*	Latin, French, Mathematics.	—	—
91	Yes.	—	O. C.	S.	U.	—	—	—	—	—	—	—
92	No.	No.	No.	—	U.	6	Yes.	No.	No.	French, German, Music, Drawing.	—	—
93	No.	—	No.	—	—	—	—	Yes.	No.	English, French, Arithmetic.	—	—
94	No.	—	No.	—	U.	—	No.	No.	Yes.	—	105*l.*	Want of good assistants.
95	Yes.	Yes.	No.	—	M.	4	—	No.	No.	English, French, Arithmetic.	5*l.* 5*s.* to 7*l.* 7*s.**	—
96	No.	No.	P.	S.	U.	—	—	Yes.	—	—	3*l.* 3*s.* to 8*l.* 8*s.**	Irregular attendance.
97	No.	Yes.	No.	—	—	—	—	Yes.	No.*	—	8*l.*	—
98	Yes.	Yes.	—	—	U. and M.	6	Yes.	Yes.	No.	English, French, German, Arithmetic, Science, Mathematics.	45*l.* to 60*l.**	—
99	No.	Yes.	No.	—	M. & U.	3	No.	Yes.	No.	"The essentials of business."	25*l.* to 35*l.*	—
100	Yes.	Yes.	No.	—	U.	6	Yes.	No.	—	—	—	—
101	No.	Yes.	No.	—	M & U.	4	—	Yes.	No.	"Those which are of practical utility."	4*l.* 4*s.* to 6*l.* 6*s.**	
102	No.	Yes.	No.	—	U.	—	—	Yes.	No.	English, French, Arithmetic.	—	Irregular attendance.
103	Yes.	Yes.	P.	S.	U.	3	No.	Yes.	No.*	French, Arithmetic, Latin, Mathematics.	36*l.* 15*s.* to 37*l.* 16*s.**	—
104	No.	Doubtful.	No.	—	U.	—	No.	Yes.	—	—	—	—
105	No.	Yes.	C. P.	S.	U.	5	Yes.	Yes.	No.*	Latin, English, Mathematics.	63*l.* to 73*l.* 10*s.**	—

Number.	13. Whether School is visited by any External Examiner for the purpose of General Examination.	14. Whether the Principal desires that it should be so visited.	15. Whether the School sends in Pupils to the Oxford (O.) or Cambridge (C.) Local Examinations: or to the Examinations of the College of Preceptors (P.)	16. Whether the School sends up whole Classes (W.) or only selected Pupils (S.) to such Examinations.	17. Whether the School is governed through Monitors (M.) or Ushers (U.)	18. Number of different kinds of Physical Exercise used.	19. Whether each Scholar has a separate Bed.	20. Whether the Registration is adequate.	21. Whether Parents wish Classics taught to their Sons. Where * occurs, the objection is to Greek only.	22. What Subjects Parents chiefly desire to be taught to their Sons.	23. School Fees per Annum. Where * occurs, the Fees are graduated according to Age of Scholar.	24. Chief Difficulties experienced by the Principal.
106	No.	No.	P.	S.	U.	5	Yes.	Yes.	No.	English, French, German, Science.	70*l.*	—
107	No.	—	No.	—	—	4	Yes.	No.	No.*	English, Latin, Mathematics.	—	—
108	No.	Yes.	No.	—	U.	8	No.	Yes.	No.	French, English, Arithmetic.	31*l.* 10*s.* to 42*l.**	Want of good assistants.
109	No.	Yes.	C.	S.	U.	6	Yes.	Yes.	—	—	52*l.* 10*s.* to 63*l.**	—
110	No.	Yes.	O. C.	S.	U.	6	No.	Yes.	No.	English, French, German, Mathematics.	31*l.* 10*s.* to 84*l.*	—
111	No.	Yes.	P.	S.	U.	4	No.	No.	No.	English, French, Arithmetic.	—	—
112	No.	No.	—	—	M. & U.	4	Yes.	Yes.	—	—	—	—
113	No.	Yes.	No.	—	U.	6	Yes.	Yes.	No.	English.	73*l.* 10*s.* to	—
114	No.	No.	No.	—	U.	6	No.	Yes.	Yes.	French, Arithmetic, Latin, Greek.	52*l.* 10*s.* to 94*l.* 10*s.**	—
115	Yes.	Yes.	P.	S.	U.	2	—	Yes.	No.	English, Arithmetic, Latin, French, Science.	10*l.* 10*s.* to 12*l.* 12*s.**	Indifference of parents. Want of good assistants.
116	No.	No.	No.	—	U.	3	Yes.	—	—	—	44*l.* 9*s.* to 56*l.* 4*s.*	

117	No.	Doubtful.	P.	S.	U.	3	No.	No.	—	—	—	Bad debts.
118	No.	Yes.	No.	—	—	2	"Two in each bed."	—	No.	Writing, Book-keeping, Arithmetic, Drawing.	25*l.* to 30*l.**	—
119	No.	Doubtful.	P.	S.	U.	2	No.	Yes.	No.*	Writing, French, Science, Arithmetic.	31*l.* 10*s.*	—
120	No.	Yes.	P.	S.	U.	4	No.	No.	Yes.	—	26*l.* 10*s.* to 31*l.* 10*s.**	—
121	No.	Yes.	No.	—	U.	3	No.	No.	—	—	—	—
122	No.	Doubtful.	No.	—	—	–	No.	—	No.	Writing, Arithmetic.	Answer refused.	—
123	No.	No.	No.	—	U.	–	No.	No.	No.	English, Book-keeping, Drawing.	—	Interference of parents.
124	No.	Yes.	O. P.	S.	U.	3	Yes.	No.	Yes.	Classics, Mathematics.	52*l.* 10*s.* to 94*l.* 10*s.*	
125	No.	No.		S.	U.	–	Yes.	Yes.	No.*	English, French.	31*l.* 10*s.* to 63*l.**	Want of good assistants. Interference of parents.
126	No.	Yes.	No.	—	U.	4	Yes.	Yes.	No.*	Latin, French, Music, Arithmetic.	45*l.* to 60*l.**	Attraction of clever boys to the endowed schools.
127	Yes.	Yes.	O.	S.	U.	4	Yes.	Yes.	Yes.	—	70*l.* to 90*l.*	
128	No.	Yes.	O. C.	S.	U.	4	Yes.	—	No.	Modern Languages.	63*l.* to 84*l.*	Indulgence of parents.
129	No.	Doubtful.	No.	—	U.	3	No.	No.	No.	Arithmetic, French.	—	—
130	No.	Doubtful.	No.	—	U.	–	Yes.	Yes.	—	—	70*l.* to 80*l.*	—

APPENDIX IX.—NOTES UPON THE HEADINGS IN THE FOLLOWING ANALYSIS OF RETURNS FROM PRIVATE SCHOOLS FOR GIRLS.

1. "*Number.*"—These numbers are purposely taken at random, just as the returns came to my hand in analysing them, and do not in any way indicate the order in which the schools were visited, or the order in which the returns were sent to each school. They denote simply the order in which the returns were analysed by me.

2. "*Whether educating girls of the first, second, or third grade.*"—By the first grade is not necessarily meant any definite social status of parents, but the distinction is educational. By the first grade is meant those girls who stay at school till they are in their 18–19th years of age. By the second grade those who stay till they are in their 16–17th years of age. By the third grade those who stay only till they are in their 14–15th years of age. A school is of course frequently educating girls of all three grades, or of two grades at the same time. In such cases the letter of the highest grade to which there are any girls belonging in the school is alone given.

3. "*Denomination.*"—Where the entry under this heading is Und. (*undenominational*) it is not necessarily meant that the principals or teachers are of no recognized religious denomination. What is meant is, that the principals of these schools receive the children of parents of all kinds of religious sects and opinions, excusing them from attendance at any religious observances or instruction to which, when used in the schools, the parents may happen to object on conscientious grounds. This freedom is of course most common in the case of day schools But it will be seen that instances of it occur also among boarding, and boarding-day schools. In these cases either the parent, confident that the principal is not extreme or bigoted in her views, permits the child to attend the place of worship of the principal, or the principal having the opportunities accessible permits the child to attend under due regulations the place of worship designated by the parent.

6. "*Has the Lady Principal received any professional training?*"—See Report, page 395.

7. "*Proportion of teachers to scholars.*"—It is impossible to state this proportion with strict accuracy, because in most of these schools some, (in some of them all) of the teachers are merely "occasional," that is visitors to the school for one, two, or more hours a week, and not "permanent," that is engaged in teaching some class or other in the school during all the hours that the school is at work. I have in the statement of this proportion included all teachers whether *permanent* or *occasional*, and I consider the heading chiefly valuable as showing, how, owing to the present multiplicity of subjects of instruction, (and particularly to the variety of accomplishments current in girls' schools) the scholar is passed, like a pin in a Birmingham factory, through the hands of from 10 to 12 fashioners or polishers per diem.

8. "*Have the assistants received any professional training?*"—See Report, page 395.

9. "*System of instruction.*"—The "*professorial system*" is that carried on by means of "occasional" teachers only. The principal in these cases takes little or no part in the instruction herself, and has no permanent or resident assistants who instruct, but she opens her house or rooms to a stream of "professors" who attend to teach the boarding or

day pupils individually or by classes for so many hours per week, at so much per lesson or per course of lessons. The "*tutorial system*" is the reverse of this. It is carried on by means of "permanent" teachers only. The principal in these cases generally takes the leading part in the instruction of the pupils, and if she has any assistants they are "permanent," expected to take a share (more or less) in all the subjects taught, engaged with the pupils during all the hours of school work, and paid by yearly or quarterly salaries. The "*combined system*" is where the principal teaching (usually) herself, and being helped (usually) by permanent assistants, combines with this method the visits of "professors," (usually) engaged to "finish" the pupils in the different subjects. See Report, pages 391–3.

10. "*Average salary of permanent assistants.*"—This was one of the most difficult of the headings upon which to obtain any, or reliable information. There was no subject contained in the following tables on which principals manifested so much unwillingness to answer plain questions. See Report, page 397.

11. "*Number of subjects professed to be taught.*"—The following is a list of the subjects which I find to be taught in private schools. In considering the calculation under heading 11 it must be remembered that each of the following is considered a "subject," viz. :—

1. Divinity.
2. Reading (including Elocution).
3. Writing (including Dictation).
4. Arithmetic.
5. Modern Geography.
6. Modern History.
7. English Grammar (and Literature).
8. French.
9. Euclid.
10. Algebra.
11. Higher Mathematics.
12. Latin.
13. German.
14. Greek.
15. Ancient Geography.
16. Ancient History.
17. Italian.
18. Needlework.
19. Drawing.
20. Vocal Music.
21. Instrumental Music.
22. Chemistry.
23. Book-keeping.
24. Surveying, Mensuration, &c.
25. Physical Science.
26. Object Lessons (*e.g.* on "common things," &c.)
27. Stenography.
28. Social Science, Domestic Economy, &c.
29. Political Economy.
30. Dancing, and Deportment.

By the "number of subjects" under heading 11 it is not of course meant that every girl in the school learns all those subjects, but that all those subjects are *current* in the school, that a pupil may (generally) if she chooses learn them all, and (probably) that some actually do so.

10. "*Classification.*"—By an "*uniform* classification" is meant, that a preponderating importance is given to some one branch in the subjects of instruction, (*e.g.* divinity, or history, or French, or arithmetic), that the pupils are first classed according to their proficiency in that branch, and that they preserve that classification throughout the rest of their studies, *e.g.* supposing a school to be "uniformly classed" by divinity. Then the girls in the highest class in divinity would in that school be also in the highest in history, French, &c., and those in the lowest class in divinity would also be in the lowest in the other subjects. By a "*duplex* classification" is meant that a preponderating importance is given to some two branches of study, (*e.g.* divinity, and French), that the pupils are all classed, quite independently, for each of these branches according to their proficiency in each of them, and then that in the rest of their studies they follow one or other of those two primary classifications. The "*triplex classification*" is only an extension of the pre-

ceding system to three (instead of two) subjects. The "*separate* classification" is where no one branch of study preponderates strongly, but the pupils are independently classified according to their proficiency in each branch. The "*vague* classification" arises generally out of failures in attempts at individual teaching, and is where, from the multiplicity of subjects, the want or inequality of information in the pupils, the ignorance of the art of school government in the principal, or the inefficiency of her staff of assistants, the school cannot fairly be said to have any proper classification.

13. "*Whether any graduated standard of attainments is required on admission.*"—By "graduated" is meant, arranged as to difficulty according to the age of the applicant for admission into the school. So that, *e.g.*, a girl of 14 should not be admitted unless she were able to pass (by the admission examination) into a class fairly suitable to her age.

19. "*Number of different physical exercises.*"—Compare the list of physical exercises given in the notes on analysis of returns from private schools for boys. The "miscellaneous" games are, of course, somewhat different from those of boys. Among the most common are "les grâces," "skipping-rope," "hoops" (for the younger). Croquet is excluded from the reckoning. See Report, page 390.

On "*callisthenics.*" See Report, page 389.

20. "*Whether the registration is adequate.*"—By "*adequate,*" is meant so far complete as to enable the principal to ascertain for her own guidance, or the information of others, such ordinary statistics as, What is the average age of her scholars? How long, on an average, they stay in school? What, on an average, is the age at which they come to school, and what that at which they leave school, and the like. The question of the adequacy of registration in these schools has sometimes been ascertained by personal inquiry and inspection; sometimes by noticing the way in which the statistical questions in the returns were answered.

22. "*School fees.*"—Where the school is boarding, or boarding-day, the fees for board and education combined are given, and where the fees are graduated according to age an asterisk is placed. There are in many cases "*extras,*" *i.e.* branches of instruction more or less necessary, which are not included in the fees, but for which an additional payment must be made. So that the highest sum named in column 22 does not *always* include the highest sum paid for a girl's education at a given school. In each case, however, the sum named is the highest that her friends would be *obliged* to pay in order to keep her at that school. There are also in many cases "*reductions*" of the regular fees in the cases (*e.g.*) of the children of ministers of religion, orphans, and the like. The amount of quiet, unostentatious, but most valuable charity given in this way, particularly by principals of schools for girls (for whom few endowed schools or scholarships exist) is most honourable to them and to their profession.

1. Number.	2. Whether educating Girls only (G.), or both Boys and Girls (B.G.).	3. Whether the Scholars are of the first (I.), second (II.), or third grade (III.).	4. Denomination—Church of England (Eng.), Church of Scotland (Scot.), Roman Catholic (R.C.), Protestant Dissenters (Diss.), Jewish (J.), Undenominational (Und.).	5. Whether the School is used by Boarders only (B.), or Day Scholars only (D.), or both (B.D.).	6. Has the Lady Principal received any professional training?	7. Proportion of Teachers to Scholars about one to every —	8. Have the Assistants received any professional training? Where * occurs a system of apprenticeship exists in the School.	9. System of Instruction, whether professorial, tutorial, or combined.	10. Average Salary of permanent Assistants. Where * occurs, Board also is given.	11 Number of Subjects professed to be taught in the School.	12. Classification, whether Uniform, Duplex, Triplex, separate for several leading subjects, or Vague.
1	G.	III.	Und.	D.	No.	6	Answer refused.	Combined.	Answer refused.	14	Uniform.
2	G.	II.	Und.	D.	No.	12	—	Tutorial.	—	17	Vague.
3	G.	I.	Eng.	B.	No.	2	Some of the Professors have.	Combined.	35*l.**	20	Separate.
4	G.	II.	R.C.	B.D.	—	4	—	Combined.	65*l.*	16	Separate.
5	G.	II.	Und.	B.D.	No.	7	No.*	Combined.	35*l.**	18	Vague.
6	G.	II.	Und.	D.	No.	20	No.	Tutorial.	Answer refused.	14	Uniform.
7	G.	III.	Und.	B.D.	No.	12	No.	Tutorial.	—	12	Uniform.
8	G.	II.	Eng.	B.D.	No.	10	No.	Tutorial.	Answer refused.	14	Vague.
9	G.	III.	Eng.	D.	No.	5	No.	Combined.	16*l.*	10	—
10	G.	I.	Eng.	B.D.	No.	5	No.	Combined.	30*l.**	14	Separate.
11	G.	II.	Eng.	D.	No.	24	No assistants.	—	—	12	Separate.
12	G.	III.	Und.	D.	No.	15	No.	Tutorial.	10*l.* with instruction in French.	10	Uniform.
13	G.	III.	Diss.	D.	No.	—	No.	—	Answer refused.	—	Vague.
14	B.G.	II.	Eng.	D.	No.	6	Some have.	Combined.	40*l.*	16	Separate.
15	G.	II.	Scot.	D.	No.	5	Some.*	Combined.	Answer refused.	18	Separate.
16	G.	III.	Und.	D.	No.	25	No assistants.	Tutorial.	—	12	Uniform.
17	G.	I.	Eng.	B.D.	No.	5	Some.*	Combined.	Answer refused.	22	Separate.
18	G.	III.	Eng.	B.D.	No.	3	No.	Combined.	Answer refused.	10	Vague.
19	G.	I.	Eng.	B.D.	No.	5	Yes.*	Combined.	33*l.**	18	Separate.

1. Number.	2. Whether educating Girls (G.), or both Boys and Girls (B.G.).	3. Whether the Scholars are of the first (I.), second (II.), or third grade (III.).	4. Denomination—Church of England (Eng.), Church of Scotland (Scot.), Roman Catholic (R.C.), Protestant Dissenters (Diss.), Jewish (J.), Undenominational (Und.).	5. Whether the School is used by Boarders only (B.), or Day Scholars only (D.), or both (B.D.).	6. Has the Lady Principal received any professional training?	7. Proportion of Teachers to Scholars about one to every —	8. Have the Assistants received any professional training? Where * occurs a system of apprenticeship exists in the School.	9. System of instruction, whether professorial, tutorial, or combined.	10. Average Salary of permanent Assistants. Where * occurs, Board also is given.	11. Number of Subjects professed to be taught in the School.	12. Classification, whether Uniform, Duplex, Triplex, separate for several leading subjects, or Vague.
20	G.	II.	Eng.	B.D.	No.	10	No.	Combined.	Answer refused.	12	Vague.
21	G.	III.	Eng.	B.D.	No.	—	No.	Tutorial.	—	12	Vague.
22	G.	I.	Eng.	B.D.	No.	—	No.	Combined.	Answer refused.	16	Vague.
23	B.G.	III.	Eng.	D.	No.	12	—	Tutorial.	—	9	Uniform.
24	G.	I.	Diss.	B.	No.	—	No.	Combined.	40*l.**	20	Duplex.
25	G.	III.	Und.	D.	No.	22	No assistants.	Tutorial.	—	9	Vague.
26	G.	II.	Und.	B.D.	No.	Answer refused.	No.	Tutorial.	Answer refused.	13	Vague.
27	G.	III.	Und.	D.	No.	—	—	Tutorial.	—	9	Uniform.
28	G.	II.	Und.	D.	No.	15	No.	Tutorial.	Answer refused.	12	Vague.
29	G.	II.	Und.	D.	No.	—	No assistants.	Tutorial.	—	6	Uniform.
30	G.	III.	Und.	D.	No.	20	No assistants.	Tutorial.	—	9	Uniform.
31	G.	III.	Und.	D.	No.	10	No assistants.	Tutorial.	—	9	Uniform.
32	G.	II.	Eng.	D.	No.	12	No.	Combined.	Answer refused.	12	Separate.
33	G.	III.	—	D.	No.	Answer refused.	No.	Tutorial.	Answer refused.	12	Vague.
34	G.	II.	Eng.	D.	No.	—	No.	Tutorial.	—	—	Vague.
35	G.	I.	Eng.	B.D.	No.	3	No.	Combined.	35*l.**	16	Separate.
36	B.G.	II.	Und.	D.	No.	—	No.*	Combined.	16*l.*	—	Vague.
37	G.	III.	Und.	D.	No.	30	No assistants.	Tutorial.	—	10	Uniform.
38	G.	I.	Eng.	B.D.	No.	2	No.	Combined.	40*l.*	16	Uniform.
39	G.	I.	Eng.	B.D.	No.	1½	Some.	Combined.	Answer refused.	20	Separate.

40	G.	III.	Und.	D.	No.	9	No.	Tutorial.	—	12	Separate.
41	G.	III.	Eng.	D.	No.	13	No.	Tutorial.	—	12	Vague.
42	G.	III.	Und.	D.	No.	10	—	Tutorial.	—	10	Vague.
43	G.	II.	Eng.	B.D.	Yes.	9	Yes.	Combined.	—	15	Separate.
44	G.	III.	Und.	D.	No.	28	No assistants.	Tutorial.	—	9	Vague.
45	G.	III.	Eng.	D.	No.	34	No.	Tutorial.	45*l.*	12	Separate.
46	G.	III.	Eng.	B.D.	No.	9	No.	Combined.	—	12	Separate.
47	G.	III.	Und.	D.	No.	Answer refused.	No assistants.	Tutorial.	—	—	Vague.
48	G.	II.	Und.	D.	No.	6	No.	Combined.	—	10	Separate.
49	G.	II.	Eng.	B.D.	No.	10	No.*	Tutorial.	Answer refused.	—	Separate.
50	G.	II.	Scot.	B.D.	No.	—	No.	Combined.	—	—	Separate.
51	G.	I.	Eng.	B.D.	No.	—	No.	Combined.	24*l.**	16	Separate.
52	G.	I.	Eng.	B.D.	No.	8	No.	Combined.	37*l.**	20	Separate.
53	G.	II.	Und.	B.D.	Yes.	3	No.	Combined.	Answer refused.	16	Separate.
54	G.	II.	Eng.	B.D.	No.	—	No.	—	Answer refused.	—	Uniform.
55	G.	I.	Eng.	B.D.	No.	—	No.	Combined.	Answer refused.	—	Uniform.
56	G.	II.	Eng.	D.	No.	—	No.	Combined.	Answer refused.	10	Uniform.
57	G.	III.	Und.	D.	No.	—	No.	Tutorial.	"Small remuneration and instruction in French."	12	Vague.
58	G.	III.	Eng.	D.	No.	—	No assistants.	Tutorial.	—	10	Vague.
59	G.	III.	Eng.	D.	No.	—	No.	Tutorial.	—	10	Separate.
60	G.	I.	Eng.	B.	No.	—	No.	Combined.	—	18	Separate.
61	G.	III.	Und.	D.	No.	20	No assistants.	Tutorial.	—	6	Vague.
62	G.	III.	Und.	D.	No.	20	No.	Tutorial.	—	—	Vague.
63	G.	III.	Und.	D.	No.	8	No.	Tutorial.	—	—	Vague.
64	G.	III.	Und.	D.	No.	—	No.*	Tutorial.	—	—	Vague.
65	G.	II.	Diss.	D.	No.	8	No assistants.	Tutorial.	—	12	Uniform.
66	G.	II.	Und.	D.	No.	—	No assistants.	Tutorial.	—	—	Vague.
67	G.	III.	Und.	D.	No.	23	No assistants.	Tutorial.	—	—	Vague.
68	G.	III.	Und.	D.	No.	50	No.	Combined.	—	10	Separate.
69	B.G.	II.	Und.	D.	No.	18	No.	Tutorial.	Answer refused.	12	Separate.
70	G.	II.	Und.	D.	No.	20	No.	Tutorial.	—	6	Separate.
71	G.	III.	Und.	D.	No.	10	No.	Tutorial.	—	9	Vague.
72	G.	II.	Und.	D.	No.	22	No.	Tutorial.	14*l.*	10	Uniform.
73	G.	I.	Eng.	B.	No.	—	No.	Combined.	40*l.**	16	Separate.
74	G.	II.	Und.	D.	No.	—	No.	Tutorial.	—	—	Uniform.
75	G.	I.	Eng.	B.	No.	—	No.	Combined.	35*l.**	18	Separate.

1. Number.	2. Whether educating Girls only (G.), or both Boys and Girls (B.G.)	3. Whether the Scholars are of the first (I.), second (II.), or third grade (III.)	4. Denomination—Church of England (Eng.), Church of Scotland (Scot.), Roman Catholic (R. C.), Protestant Dissenter (Diss.), Jewish (J.), Undenominational (Und.).	5. Where the School is used by Boarders only (B.), or Day Scholars only (D.), or both (B.D.).	6. Has the Lady Principal received any professional training?	7. Proportion of Teachers to Scholars about one to every—	8. Have the Assistants received any professional training? Where * occurs a system of apprenticeship exists in the School.	9. System of instruction, whether professorial, tutorial, or combined.	10. Average Salary of permanent Assistants. Where * occurs, Board is also given.	11. Number of Subjects professed to be taught in the School.	12. Classification, whether Uniform, Duplex, Triplex, separate for several leading Subjects, or Vague.
76	G.	I.	Eng.	B.D.	No.	2	No.	Professorial.	—	18	Separate.
77	G.	I.	Eng.	B.	No.	1	—	Tutorial.	—	16	Separate.
78	G.	III.	Eng.	D.	No.	—	No assistants.	Tutorial.	Answer refused.	10	Vague.
79	G.	III.	Und.	D.	No.	—	No.	Tutorial.	—	—	Vague.
80	G.	III.	Und.	D.	No.	25	No assistants.	Tutorial.	—	10	Uniform.
81	B.G.	III.	Und.	D.	No.	30	No assistants.	Tutorial.	—	9	Vague.
82	G.	III.	Und.	D.	No.	8	No.	Tutorial.	—	10	Vague.
83	G.	I.	Und.	B.D.	No.	4	No.*	Professorial.	—	20	Vague.
84	G.	I.	Eng.	B.	No.	—	No.	Combined.	Answer refused.	18	Separate.
85	G.	II.	Und.	B.D.	Yes.	7	Yes.*	Tutorial.	—	8	Triplex.
86	G.	II.	Eng.	B.	—	—	No.	Combined.	Answer refused.	—	Vague.
87	G.	II.	Eng.	B.D.	Yes.	—	Yes.*	Combined.	Answer refused.	—	Vague.
88	G.	I.	Eng.	B.D.	No.	2	No.	Combined.	30*l.**	20	Separate.
89	G.	I.	Eng.	B.D.	No.	1½	No.	Combined.	Answer refused.	18	Separate.
90	G.	II.	Und.	B.D.	Yes.	—	No.	Combined.	Answer refused.	—	Uniform.
91	G.	II.	Eng.	B.D.	No.	—	No.	Combined.	Answer refused.	—	Vague.
92	G.	II.	Eng.	B.D.	No.	—	—	Combined.	—	12	Separate.
93	G.	III.	Und.	D.	No.	25	No assistants.	Tutorial.	—	8	Vague.
94	G.	II.	Eng.	D.	No.	—	Some have.*	Combined.	—	—	Separate.
95	G.	I.	Und.	D.	No.	—	No.	Professorial.	—	—	Separate.
96	G.	III.	Eng.	B.D.	No.	13	No.	Tutorial.	40*l.*	8	Vague.
97	G.	III.	Und.	B.D.	No.	—	No.	Tutorial.	—	8	Vague.
98	G.	II.	Und.	D.	No.	10	No.*	Combined.	15*l.**	14	Uniform.
99	G.	II.	Und.	D.	Yes.	12	No.	Combined.	—	14	Uniform.
100	G.	II.	Und.	B.D.	No.	6	No.	Tutorial.	22*l.*	16	Vague.

Number.	13. Whether any graduated Standard of Attainments is required of Pupils on Admission.	14. Whether the School is visited by any External Examiner for the purpose of General Examination.	15. Whether the Lady Principal desires that her School should be so visited.	16. Whether the School has sent up Pupils to the Cambridge Local Examination (C); or the Examination of the College of Preceptors (P.)	17. Whether the School sends up whole Classes, or only selected Pupils to such Examination.	18. Whether the School is governed through Monitors (M.) or Governesses (G.) or both (M.G.)	19. Number of different kinds of Physical Exercises in use in the School other than walking abroad, croquet, or dancing. Where * occurs, Callisthenics are used.	20. Whether the Registration is adequate.	21. What Subjects Parents chiefly require to be taught to their Daughters.	22. School Fees per Annum. Where * occurs, the Fees are graduated according to the Age of the Pupil.
1	No.	No.	Doubtful.	No.	—	G.	None.	No.	Music, Reading, Writing, Arithmetic.	Answer refused.
2	No.	No.	Yes.	No.	—	G.	None.	No.	The cheapest.	4*l.*
3	No.	No.	No.	No.	—	G.	None except croquet.*	Yes.	Music, Dancing, and Modern Languages.	84*l.* to 105*l.*
4	No.	No.	No.	No.	—	G.	None.	Yes.	Music, French, Writing, Dancing.	31*l.* 10*s.* to 42*l.**
5	No.	No.	Doubtful.	No.	—	G.	None but croquet.*	Yes.	Accomplishments.	31*l.* 10*s.* to 52*l.* 10*s.*
6	No.	No.	No.	No.	—	G.	None.	No.	Bible History and Geography.	4*l.* 4*s.* to 10*l.* 10*s.**
7	No.	No.	Yes.	No.	—	G.	None.	Yes.	Reading, Writing, and Needlework.	2*l.* to 6*l.*
8	No.	No.	Yes.	No.	—	G.	None.*	No.	Poetry and Music.	31*l.* 10*s.* to 42*l.**
9	No.	No.	No.	No.	—	G.	None.	No.	English, Music, French.	Answer refused.
10	No.	No.	For inspection not for examination.	No.	—	G.	None.*	Yes.	The accomplishments.	42*l.* to 63*l.**
11	No.	No.	No.	No.	—	G.	None.	No.	Express no option.	2*l.* 2*s.* to 5*l.* 5*s.**
12	No.	No.	Yes.	No.	—	G.	None.	No.	English.	2*l.* to 2*l.* 8*s.**
13	No.	No.	Doubtful.	No.	—	G.	None.	No.	English and Piano.	2*l.* 2*s.*

Number.	13. Whether any graduated Standard of Attainments is required of Pupils on Admission.	14. Whether the School is visited by any External Examiner for the purpose of General Examination.	15. Whether the Lady Principal desires that her School should be so visited.	16. Whether the School has sent up Pupils to the Cambridge Local Examination (C.); or the Examination of the College of Preceptors (P.)	17. Whether the School sends up whole Classes or only selected Pupils to such Examination.	18. Whether the School is governed through Monitors (M.) or Governesses (G.) or both (M.G.)	19. Number of different kinds of Physical Exercises in use in the School other than walking abroad, croquet, or dancing. Where * occurs, Callisthenics are used.	20. Whether the Registration is adequate.	21. What Subjects Parents chiefly require to be taught to their Daughters.	22. School Fees per Annum. Where * occurs, the Fees are graduated according to the Age of the Pupil.
14	No.	No.	Yes.	No.	—	G.	None.	No.	English, French, and Music.	8*l.* 8*s.* to 15*l.* 15*s.**
15	No.	Yes.	Yes.	C.	Selected.	G.	Miscellaneous.*	No.	—	6*l.* 6*s.* to 9*l.* 9*s.**
16	No.	No.	No.	No.	—	G.	None.	Yes.	Reading and Writing.	2*l.* 2*s.* to 5*l.* 5*s.**
17	No.	No.	Yes.	P.	Selected.	M. G.	Miscellaneous.*	Yes.	The accomplishments.	31*l.* 10*s.* to 63*l.**
18	No.	No.	Yes.	No.	—	G.	None.	No.	—	Answer refused.
19	No.	No.	Yes.	C. P.	Selected.	M. G.	Miscellaneous.*	No.	Music and Languages.	52*l.* 10*s.* to 94*l.* 10*s.**
20	No.	No.	Yes.	No.	—	M. G.	None.	No.	English.	Answer refused.
21	No.	No.	Doubtful.	No.	—	G.	None.	No.	English, French, and Music.	4*l.* 4*s.* to 14*l.* 14*s.*
22	No.	No.	Doubtful.	No.	—	G.	None.	No.	—	Answer refused.
23	No.	No.	Doubtful.	No.	—	G.	None.	No.	English and Piano.	17*l.* to 3*l.* 6*s.**
24	No.	No.	Doubtful.	No.	—	G.	Miscellaneous.*	Yes.	Music, French, and Drawing.	105*l.* to 157*l.* 10*s.*
25	No.	No.	Doubtful.	No.	—	G.	None.	No.	—	—
26	No.	No.	Doubtful.	No.	—	G.	None.	No.	A plain education.	3*l.* 3*s.* to 10*l.* 10*s.**
27	No.	No.	—	No.	—	G.	None.	No.	—	1*l.* 6*s.* to 1*l.* 12*s.**
28	No.	No.	No.	No.	—	G.	None.	No.	—	5*l.* 5*s.* to 15*l.* 15*s.**
29	No.	No.	Doubtful.	No.	—	G.	None.	No.	Writing and Arithmetic.	Answer refused.

30	No.	No.	No.	No.	—	G.	None.	No.	English.	—
31	No.	No.	Doubtful.	No.	—	G.	None.	No.	English.	2*l.* 2*s.* to 6*l.* 6*s.**
32	No.	No.	No.	No.	—	G.	None.	No.	That which makes them most agreeable.	8*l.* 8*s.*
33	No.	No.	Doubtful.	No.	—	—	None.	Yes.	—	3*l.* 3*s.* 5*l.* 5*s.*
34	No.	No.	Doubtful.	No.	—	G.	None.	No.	—	—
35	No.	No.	No.	No.	—	G.	None.*	Yes.	"Solid education."	63*l.* to 74*l.* 10*s.**
36	No.	No.	No.	No.	—	G.	None.	No.	French, Music, and Needlework.	2*l.* 2*s.* to 17*l.* 17*s.**
37	No.	No.	No.	No.	—	—	None.	No.	—	1*l.* 12*s.* to 3*l.**
38	No.	No.	Doubtful.	No.	—	G.	None.*	Yes.	"Dancing and Operatic Music."	105*l.*
39	No.	No.	Yes.	No.	—	M. G.	None.*	No.	—	31*l.* 10*s.* to 52*l.* 10*s.**
40	No.	No.	No.	No.	—	—	None.	Yes.	English.	5*l.* 5*s.* to 7*l.* 7*s.**
41	No.	No.	Yes.	No.	—	G.	None.	No.	English.	2*l.* 8*s.* to 4*l.* 4*s.**
42	No.	No.	Doubtful.	No.	—	G.	None.	No.	—	3*l.* 3*s.* to 8*l.* 8*s.**
43	No.	No.	Yes.	No.	—	G.	None.*	Yes.	"The Accomplishments."	Answer refused.
44	No.	No.	Doubtful.	No.	—	G.	None.	No.	English and Piano.	—
45	No.	No.	Yes.	No.	—	M. G.	1, Misc.	No.	English, French, Accounts.	Answer refused.
46	No.	No.	No.	No.	—	G.	1, Misc.*	Yes.	Music.	15*l.* to 25*l.**
47	No.	No.	No.	No.	—	G.	None.	No.	English.	Answer refused.
48	No.	No.	No.	No.	—	G.	None.	No.	English, French, Music.	4*l.* 4*s.* to 12*l.* 12*s.**
49	No.	No.	Doubtful.	No.	—	M. G.	1, Misc.*	No.	"The Accomplishments."	Answer refused.
50	No.	No.	Yes.	No.	—	G.	1, Misc.	No.	"The most showy."	31*l.* 10*s.* to 42*l.**
51	No.	No.	Doubiful.	No.	—	G.	None.	No.	—	31*l.* 10*s.* to 42*l.**
52	No.	No.	Yes.	No.	—	M. G.	1, Misc.*	Yes.	"The Accomplishments."	60*l.* to 120*l.**
53	No.	No.	Yes.	No.	—	G,	None.*	Yes.	"Modern Languages."	60*l.* to 70*l.*
54	No.	No.	Doubtful.	No.	—	M. G.	None.	No.	—	Answer refused.

Number.	13. Whether any graduated Standard of Attainments is required of Pupils on Admission.	14. Whether the School is visited by any External Examiner for the purpose of General Examination.	15. Whether the Lady Principal desires that her School should be so visited.	16. Whether the School has sent up Pupils to the Cambridge Local Examination (C.); or the Examination of the College of Preceptors (P.)	17. Whether the School sends up whole Classes or only selected Pupils to such Examination.	18. Whether the School is governed through Monitors (M.) or Governesses (G.) or both (M.G.)	19. Number of different kinds of Physical Exercise in use in the School other than walking abroad, croquet, or dancing. Where * occurs, Callisthenics are used.	20. Whether the Registration is adequate.	21. What Subjects Parents chiefly require to be taught to their Daughters.	22. School Fees per Annum. Where * occurs, the Fees are graduated accordingto the Age of the Pupil.
55	No.	No.	Yes.	No.	—	G.	None.*	No.	Languages and Accomplishments.	Answer refused.
56	No.	No.	Yes.	No.	—	G.	None.	No.	—	Answer refused.
57	No.	No.	Doubtful.	No.	—	G.	None.	No.	English and Piano.	Answer refused.
58	No.	No.	Doubtful.	No.	—	—	None.	No.	English and Piano.	2*l.* to 3*l.**
59	No.	No.	No.	No.	—	G.	None.	No.	English and Needlework.	3*l.* 3*s.* to 4*l.* 4*l.**
60	No.	No.	Doubtful.	No.	—	G.	2, viz., Archery and Misc.*	Yes.	What are termed Accomplishments.	60*l.* to 240*l.**
61	No.	No.	Doubtful.	No.	—	G.	None.	No.	English.	1*l.* 6*s.* to 1*l.* 14*s.**
62	No.	No.	No.	No.	—	G.	None.	No.	—	3*l.* 3*s.* to 4*l.* 4*s.**
63	No.	No.	Yes.	No.	—	G.	None.	No.	English.	Answer refused.
64	No.	No.	Yes.	No.	—	M. G.	None.	No.	English, French, and Music.	Answer refused.
65	No.	No.	Yes.	No.	—	G.	None.	Yes.	English, French, and Music.	4*l.* 4*s.* to 6*l.* 6*s.**
66	No.	No.	No.	No.	—	G.	—	No.	—	Answer refused.
67	No.	No.	Doubtful.	No.	—	G.	None.	No.	—	Answer refused.
68	No.	No.	Yes.	No.	—	M.G.	None.	Yes.	English, French, and Music.	1*l.* 5*s.* to 2*l.* 10*s.**
69	No.	No.	Yes.	No.	—	M.G.	None.	No.	French and Piano.	3*l.* to 8*l.**
70	No.	No.	Doubtful.	No.	—	G.	None.	Yes.	French and Music.	2*l.* 2*s.* to 4*l.* 4*s.**

71	No.	No.	No.	No.	—	G.	None.*	Yes.	English and Music.	3*l.* to 4*l.**
72	No.	No.	Doubtful.	No.	—	G.	None.	Yes.	—	3*l.* 3*s.* to 8*l.* 8*s.**
73	No.	No.	Doubtful.	The Lady Principal wished to do so, but cannot persuade the parents.	—	G.	Misc.*	Yes.	—	Answer refused.
74	No.	No.	No.	No.	—	G.	None.	No.	—	3*l.* 3*s.* to 10*l.* 10*s.**
75	No.	No.	No.	No.	—	G.	Misc.*	Yes.	"The Accomplishments."	60*l.* to 90*l.**
76	No.	No.	Doubtful.	No.	—	G.	Misc.*	Yes.	—	63*l.* to 84*l.**
77	No.	No.	Yes.	No.	—	G.	Misc.*	Yes.	"The Accomplishments."	42*l.* to 73*l.* 10*s.**
78	No.	No.	No.	No.	—	G.	None.	No.	English and Piano.	Answer refused.
79	No.	No.	Doubtful.	No.	—	G.	None.	No.	—	Answer refused.
80	No.	No.	Doubtful.	No.	—	M.G.	None.	No.	—	3*l.*
81	No.	No.	Doubtful.	No.	—	G.	None.	No.	Piano.	2*l.* 2*s.* to 3*l.* 3*s.**
82	No.	No.	—	No.	—	G.	None.	No.	Piano and Dancing.	1*l.* 17*s.* 6*d.* to 2*l.* 9*s.* 6*d.**
83	No.	No.	No.	C.	S.P.	G.	Misc.*	No.	Music.	63*l.*
84	No.	No.	Doubtful.	—	—	G.	Misc.*	—	—	84*l.* to 105*l.**
85	No.	No.	Yes.	No.	—	G.	None.	Yes.	—	42*l.* to 47*l.* 5*s.**
86	No.	No.	No.	No.	—	G.	Misc.	No.	—	52*l.* 10*s.* to 73*l.* 10*s.**
87	No.	—	—	No.	—	G.	—	—	—	52*l.* 10*s.* to 84*l.**
88	No.	No.	Yes.	—	—	G.	Misc.*	No.	Languages, Music, and Dancing.	52*l.* 10*s.* to 315*l.**
89	No.	No.	Yes.	C.	S.P.	G.	Misc.*	Yes.	Answer refused.	63*l.* to 105*l.**
90	No.	No.	Yes.	P.	S.P.	G.	None.	No.	—	Answer refused.
91	No.	No.	Doubtful.	—	—	G.	None.	No.	—	Answer refused.
92	No.	No.	Yes.	—	—	G.	Misc.*	No.	"The Accomplishments."	47*l.* 5*s.* to 63*l.**

Number.	13. Whether any graduated Standard of Attainments is required of Pupils on Admission.	14. Whether the School is visited by any External Examiner for the purpose of General Examination.	15. Whether the Lady Principal desires that her School should be so visited.	16. Whether the School has sent up Pupils to the Cambridge Local Examination (C.); or the Examination of the College of Preceptors (P.)	17. Whether the School sends up whole Classes or only selected Pupils to such Examination.	18. Whether the School is governed through Monitors (M.) or Governesses (G.) or both (M.G.)	19. Number of different kinds of Physical Exercises in use in the School other than walking abroad, croquet, or dancing. Where * occurs, Callisthenics are used.	20. Whether the Registration is adequate.	21. What Subjects Parents chiefly require to be taught to their Daughters.	22. School Fees per Annum. Where * occurs, the Fees are graduated according to the Age of the Pupil.
93	No.	No.	No.	No.	—	—	None.	No.	English and Music.	2*l.* 2*s.* to 3*l.* 3*s.**
94	Yes.	No.	Yes.	C.	S.P.	G.	Misc.*	Yes.	—	—
95	No.	No.	Doubtful.	No.	—	G.	None.*	No.	Music and Languages.	—
96	No.	No.	No.	No.	—	G.	Misc.	Yes.	English, Music, and Dancing.	24*l.*
97	No.	No.	No.	No.	—	G.	—	No.	—	26*l.*
98	No.	No.	Yes.	No.	—	G.	Misc.*	Yes.	English and Music.	2*l.* 2*s.* to 6*l.* 6*s.**
99	No.	No.	No.	No.	—	G.	Misc.*	Yes.	—	—
100	No.	No.	No.	No.	—	G.	Misc.*	Yes.	—	35*l.* to 70*l.**

APPENDIX X.—QUEEN'S COLLEGE, HARLEY STREET.

Queen's College.

THIS institution was incorporated by Royal Charter in 1853, "For the "general education of ladies, and for the granting of certificates of "knowledge." It is governed by a council, on the list of whose members appear several distinguished names; and it is administered by a learned and efficient committee of education, the chairman of which is the Dean of Westminster, and the deputy chairman (the dean of the college,) who is the immediate controller of the whole institution, is one of the professors at King's College, well known in the literary and educational world, and to Oxonians especially noted as a double-first class man. Besides these, there is also a staff of upwards of 30 lady visitors, who attend at the college in routine, sitting in the classrooms while the professors are giving their lectures, and generally inspecting the discipline and order of the institution.

The establishment consists of two parts, viz., *the college*, whose objects have been above described, and *the school*, which is preparatory to the college. Both departments are intended for and used by day scholars only, though certain ladies receive pupils into their houses as boarders, with the sanction of the council and committee of education. This, however, is a private matter, the council and committee, as I understand it, in no way guaranteeing the condition of these boarding houses, except so far as is implied in the assertion that they know and can trust their proprietors.

I shall treat first of the *college*, and afterwards of the *school*.

List of subjects and teachers.

The prospectus for 1865 gives the following list of the subjects taught in the college, and of the persons who teach them.

SUBJECTS AND TEACHERS.

Arithmetic, Geometry, and Algebra	Mr. Cock.
Drawing and Pictorial Art	Mr. W. Cave Thomas. Mr. A. Warren
Landscape Drawing	Mr. Warren—Mr. A. Warren
English Language and Literature	Mr. Maurice—Mr. Benham.
French	Mr. Mariette.
Geography	Mr. Hughes.
German	Dr. Weil.
Harmony	Mr. Hullah—Mr. Bannister.
History, Ancient	Mr. Plumptre.
————Modern	Mr. Maurice—Mr. Benham.
Italian	Mr. Biaggi.
Latin	Mr. Meyrick.
Musical composition	Dr. Sterndale Bennett.
Natural Philosophy and Astronomy	Mr. Cock.
Philosophy—Mental and Moral	Mr. Garden.
*Theology and Church History	Mr. Cheetham—Mr. Garden.
Vocal Music	Mr. Hullah—Mr. May. Mr. Bannister—Mr. Hopkins.
Writing	Mr. Goldsmith.

Individual instruction in vocal music is given by Mr. George Benson.

Individual instruction in instrumental music is given by Messrs. John Jay, O. May, and W. Dorrell, and by Misses Green, C. Green, Sawyer, and Baguley, with periodical examinations by Dr. Sterndale Bennett.

Instruction for advanced pupils in drawing and its various applications may be similarly arranged under the direction of the professors of drawing.

Conversation classes in French, German, and Italian will be formed on the entry of six names.

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* A special course of lectures will be given from time to time by Dr. Stanley.

Classes in dancing are formed under the superintendence of Mrs. Marshall.

Classes in other subjects will be formed, so far as may be consistent with the general arrangements of the college, on the entry of eight names.

Classes for practice in drawing, under the superintendence of a lady teacher, will be formed on the entry of ten names.

Teachers appointed for the assistance of pupils requiring additional instruction :—

Arithmetic and Geometry	Miss Bovell.
Drawing	Miss Macirone.
French	Mdlle. Rosin de Pratz.
Geography	Miss Hay.
German	Miss Morison.
Harmony	Miss Harris.
Italian	Miss Morison.
Latin	Miss Sandell.
Instrumental Music	Miss Green, Miss C. Green, Miss Sawyer, Miss Baguley.
Vocal Music	Miss Harris.

Course of instruction and ages of pupils.

The same prospectus gives the following table of the curriculum for the year 1864–5. It will be observed that the course is supposed to last four years, and that by paying annually a certain lump fee, which is called "compounding," a pupil may go through the whole curriculum as it is here laid down. There is no precise age fixed above or below which a pupil may not be admitted to the college ; but, judging by the regulations of the school, we may conclude that the course in the college is calculated for a pupil entering at about the age of 14 and continuing until about the age of 18. As a matter of fact there are, I believe, few pupils in the college below the age of 14. Pupils are also admitted to any of the classes on payment of their respective fees. So that there are in the college two kinds of pupils, those who attend only selected classes, and those who as compounders go through the regular course.

Pupils entering as compounders are placed according to their age and proficiency, and are entitled to attend the whole course of the year to which they belong. Exemptions from particular classes, or other variations from the course, may be authorized by the Dean on the application of a parent or guardian.

Subjects.	1st Junior.	2nd Junior.	1st and 2nd Senior.
Arithmetic, Geometry, and Algebra.	The Four Compound Rules.—Rule of Three. —Vulgar Fractions.—Practice.	Vulgar Fractions. — Double Rule of Three. —Per-centage and Interest. — Principles of Geometry. — Euclid's B. I.	Decimal Fractions. — Square and Cube Root. — Miscellaneous Questions. — Euclid's Elements, I., II., III.— Algebra.
Astronomy.			Herschel's Outlines.
Drawing.	Elementary Drawing from the Round.	Drawing from the Round.	Figure from the Antique.—Landscape from Models.
English.	Grammar.—Analysis of Sentences. — Morell's English Grammar. — Reading.	Composition and History of Language. — Reading.—Bacon's Essays.— Milton's Minor Poems.	Literature—The 17th and 18th centuries.
French.	Grammar. — Reading. — Conversation. — Brasseur's Grammar and Manual.	Translation.—Idioms. — Etymology.—Racine.— Mariette's Half Hours.	Idioms.— Composition.— La Fontaine. — Literature and History.
Geography.	Elementary. — Hughes's Modern Geography.	Physical.—Guyot's Earth and Man.	Historical.—Progress of Discovery and Commerce. — The British Colonies. — Hughes's Manual of Geography.

Subjects.	1st Junior.	2nd Junior.	1st and 2nd Senior.
German.	Elements of Grammar. —Oltrogge's Deutsches Lesebuch, 1st Course.	Grammar.—Exercises.—Schiller's Thirty Years' War.	Exercises. — Schiller's Wilhelm Tell.—Goethe's Hermann und Dorothea. —Wilmar's Literaturgeschichte.
Harmony.			Counterpoint.—Composition.
History, Ancient.	Biblical.—Early Greek.	Greek.—Roman.	Biblical.—Oriental.
History, Modern.	The Kings of England (Mozley's).	Early English.	English—The 17th and 18th centuries. Modern—From the 14th to the 18th century.
Italian.		Grammar.—Biaggi's Prosatori.	Tasso.—Manzoni.—Dante.—Composition.—History of Literature.
Latin.	London Latin Grammar. —Adam's Selectæ Sententiæ.	Henry's First Latin Book.—Cornelius Nepos.	Composition.—Virgil.—Cicero.
Philosophy, Natural.	Lardner's School Course.		Lardner's Course.—Ganot's Cours de Physique.
Philosophy, Mental and Moral.			Butler's Three Sermons. —Hooker, Book I.
Theology.	Gospel according to St. Matthew.—The Creed. —Robertson's Sketches of Church History.	The Acts of the Apostles. —Old Testament.	The Book of Psalms.—Church History.—The Reformation.
Vocal Music.	Theory and Practice of Singing at Sight.	Theory and Practice of Singing at Sight.	Practice of Choral and Concerted Music.

The above table may be considered to represent what the committee of education in this College hold to be practically the best course of learning to be pursued by girls at the 4 stages of their age, (1) 14–15 years; (2) 15–16; (3) 16–17; (4) 17–18; supposing them to have been duly prepared in the earlier stages from infancy to the age of 13–14 years.

TIME TABLE for 1864–5.

Time table.

Hours.	MONDAY.				TUESDAY.				WEDNESDAY.			
	1st Junior.	2nd Junior.	1st Senior.	2nd Senior.	1st Junior.	2nd Junior.	1st Senior.	2nd Senior.	1st Junior.	2nd Junior.	1st Senior.	2nd Senior.
10	English History.	German.	Ancient History.		Callisthenics.			Italian.	Geography.	Latin.		French.
11½	—	Modern History.	German.	—	Theology.		Italian.	German.	Ancient History.	Geography.	Church History.	
12½	German.	English Composition.	12½ to 2 Drawing.		Vocal Music.	Italian.	Harmony.		French.	Ancient History.	Modern History.	
	2½ to 4 Drawing.	2½ to 4 Drawing.	Astronomy.		Arithmetic.	Vocal Music.	Vocal Music.		Latin.	French.	Mental and Moral Philosophy.	
3			Theology.			Arithmetic.				Theology.	French.	Geom. & Algebra.

TIME TABLE for 1864–5—*continued.*

Hours.	THURSDAY.				FRIDAY.				SATURDAY.			
	1st Junior.	2nd Junior.	1st Senior.	2nd Senior.	1st Junior.	2nd Junior.	1st Senior.	2nd Senior.	1st Junior.	2nd Junior.	1st Senior.	2nd Senior.
10		German.	English Literature.		Callisthenics.		Italian.	Latin.	English Grammar.	French.	Latin.	Geography.
11½			German.		Latin.		French.	Italian.	Natural Philosophy.		Geography.	Latin.
12½	German.		12½ to 2 Drawing.		Vocal Music.	Italian.	Harmony.		Latin.	Geometry.		French.
2	2½ to 4 Drawing.	2½ to 4 Drawing.	Geometry.	German.	Arithmetic.	Vocal Music.	Vocal Music.		French.	Latin.	Natural Philosophy.	
3			English History.				Arithmetic.					

The classes are so arranged that the first and second senior years ordinarily work together, but provision is made that the work of the pupils in the latter year shall be generally different from that which they have done previously. Additional classes are formed when the number of pupils requires it.

In the intervals between lectures, pupils remain in the waiting-room, under the supervision of the lady-resident, and by subscribing 2*s.* 6*d.* a term have access to the college library.

Prayers are read daily in the library at a quarter to 10 o'clock.

Cost of the education.

The following is the scale of fees :—

Compounders under 15 - -	£8	8*s.* a term, or	£22	1*s.* 0*d.* a year.
„ above „ - -	10	10 „ or	28	7 0 „
Non-compounders, for classes meeting twice a week (Drawing excepted) - - - - - - -	2	2 0		a term.
Non-compounders, for classes meeting once a week -	1	6 3		„
Drawing—Classes meeting once a week for 1½ hour -	1	11 6		„
„ „ twice „ „ -	2	12 6		„

The fees for the half-term are two-thirds of the above.

Comparison with cost of boys' education.

It will be remarked that the cost of this education, though no doubt very reasonable when contrasted with the fees charged in private schools for girls of the first grade, is by no means small in comparison with the ordinary cost of the day schooling of boys in schools of the first grade. See the cost of education in the City of London School, page 280 ; in Dulwich College, Appendix vi., page 529 ; in Blackheath Proprietary School, page 343. The sum of 28*l.* 7*s.* 0*d.* is a considerable sum for a professional man to pay annually for the mere instruction of his daughter aged 16.

But besides the above fees there are also extras, viz. :

Drawing—Private classes for higher subjects, for two hours	£4	4	0	a term.
Individual instruction in vocal music, for two lessons a week - - - - - - -	3	13	6	„ „
Individual instruction in instrumental music :				
Masters (for two lessons a week) - - -	3	3	0	„
Lady teachers „ - - -	2	2	0	„
Dancing - - - - - - -	2	2	0	„
Writing, for compounders - - - -	1	11	6	„
„ non-compounders - - - -	2	2	0	„

Compounders pay an entrance fee of one guinea, except in the case of those who have previously paid on joining the college school.

The individual instruction in vocal and instrumental music is limited to those who are attending at least one of the college classes. The lessons are

given on the plan of three pupils (or two, in the case of pupils learning from lady teachers) dividing the hour between them.

Private classes are formed for pupils requiring instruction, in addition to the college lectures, in the subjects for which teachers are appointed, at the rate of 10*s.* 6*d.* a term for one hour a week. Non-compounders *substituting*, by special leave, the instruction of the teacher for that given in the college classes, will pay in their first term 1*l.* 1*s.* 0*d.* for one lesson a week, and 1*l.* 11*s.* 6*d.* for two lessons. Subsequent payments will be at the same rate as for college classes. Compounders making a like substitution will pay an additional fee of 10*s* 6*d.*, and 1*l.* 1*s.* 0*d.* for one or two lessons a week respectively.

A class for practice in drawing, under the superintendence of a lady teacher, meets on Wednesday from 2 to 4 p.m., and on Saturday from 2 to 3 p.m. Fee, 10*s.* 6*d.* a term. None but pupils in the drawing classes are admissible.

All fees to be paid in advance.

The following additional particulars may be of interest :—

College Terms.

Terms and vacations.

Michaelmas term begins Oct. 3rd, 1864, and ends Dec. 17th.
Lent term „ Jan. 23rd, 1865, „ April 8th.
Easter term „ April 24th, 1865, „ July 1st.

Reports of the conduct and progress of the pupils are sent at the close of each term.

The college is closed on the Prince of Wales' birthday, Ash-Wednesday, Ascension-day, the Queen's birthday, and on the Monday, Tuesday, and Wednesday in Whitsun week.

Special Courses.

It is proposed from time to time to arrange special courses of lectures, to comprise subjects selected from the following list :—

Church History.	Comparative Grammar.	German Literature.
History, Ancient and Modern.	Physical Geography.	Italian Literature.
	Natural Philosophy.	Art (Pictorial).
Mental and Moral Philosophy.	English Literature.	Art (Musical).
	French Literature.	

The fee for a course of seven lectures will be 1 guinea, and for others in proportion.

Pupils of the college of not less than three terms' standing, former pupils who have kept at least six terms as compounders in the college, and ladies actually engaged in tuition, will be admitted to the special courses at a reduction of one-third; compounders of not less than 10 terms' standing, at a reduction of two-thirds on the above scale.

Scholarships and Nominations.

Scholarships and nominations.

The payment of 250*l.* secures the right of a free presentation during the lives of two persons, to be named by the donor.

A free scholarship in perpetuity may be founded on payment of 400*l.* if the conditions proposed for its tenure meet the aproval of the council and committee of education.

Donors of 25*l.* obtain the right of nominating during life a pupil in the school, or a compounder in the college, at a reduction of 3 guineas a year on the ordinary fees.

I. *Queen's Scholarship.*—Her Majesty the Queen having given a donation of 250*l.* towards the foundation of the college exercises the right of nominating a free pupil.

II. *Professors' Scholarships*, founded by the council in 1853, on the application of the professors, in consideration of the payment by them of 1,500*l.* towards the expenses of the charter. Four scholars on this foundation are elected annually.

(*a.*) Two to the school by the lady-visitors. Candidates must be between the ages of 11 and 13.

(*b.*) Two to the college by the committee of education. Candidades must be between the ages of 13 and 15, and a preference is given to those who hold junior scholarships.

These scholarships are tenable for two years, but the tenure of the senior scholarships may, at the discretion of the committee, be extended another year.

III. *Maurice Scholarship,* founded in 1854 by subscription to commemorate the services rendered by the Rev. F. D. Maurice, M.A., as the first chairman of the committee of education in the foundation and management of the college. This scholarship is open to pupils in the two junior years (the election resting with the committee of education), and is tenable for two years.

IV. *The Lady Visitors' Scholarship,* founded by subscription in July, 1857, is open to girls between the ages of 14 and 16 (the election resting with the lady-visitors), and is tenable for two years.

V. *The Cambridge Scholarship,* founded in 1857 by the Rev. T. A. Cock, M.A., is open to girls between the ages of 13 and 15, who have lost their father, and are the children or grandchildren of a graduate of the University of Cambridge. The nomination rests with the master of Trinity College, Cambridge, for the time being. The scholarship is tenable for three years, but the scholar may be re-elected for a fourth year on giving satisfactory proof of proficiency in arithmetic, the elements of geometry, and the first principles of natural philosophy.

VI. *The Oxford Scholarship,* founded in 1858 by the Rev. Tullie Cornthwaite, M.A., is open to girls between the ages of 13 and 15, who have lost their fathers and are the children or grandchildren of masters of art of the University of Oxford. A preference is given to the children or grandchildren of members of Trinity College. The nomination rests with Mrs. Stanton, of the Vicarage, Burbage, Wiltshire, during her life, and on her decease, with the President of Trinity College, Oxford, for the time being. The scholarship is tenable for three years, but the scholar may, at the discretion of the committee, be re-elected for a fourth year.

These scholarships give free instruction in all subjects included in the college course. Certificates of good conduct are required at election, and their tenure depends on satisfactory reports as to progress and character.

Certificates.

Certificates of proficiency.

I. *Certificates of General Proficiency* are given to compounders, scholars, or free pupils of not less than three terms' standing.

All candidates for these certificates must—

(1) Have satisfactory reports from the dean and lady-resident as to general conduct.

(2) Give satisfactory evidence of proficiency in arithmetic, English grammar, Bible history, English history, one modern language, geography, and the history of the English language or Latin.

(3) Pass an examination in three or more special subjects selected by themselves for a first, two for a second, and one for an ordinary or third-class certificate.

II. *Certificates of Proficiency in any single Subjects* are granted to ladies, whether connected with the college or not, on passing the required examination.

A programme of the examinations for Christmas, 1864, is printed and may be had on application.

The ordinary periods of examination for certificates are the last weeks in Michaelmas and Easter terms, but ladies unable to attend at those times, may, on assigning a sufficient reason and paying an additional fee of 10*s.* 6*d.* for each subject, be examined at any period during the college terms.

The examinations are conducted by a board of examiners, consisting of three for each subject.

Candidates who are not pupils of the college are required to give a reference as to character, and are recommended to apply to the dean for information and advice a month or six weeks before the examination.

Fees, to be paid on application, for the first examination, 1*l.* 1*s.*, for every subsequent one, 10*s.* 6*d.*

Pupils of the college, on applying for a certificate of general proficiency, pay a fee of 10*s.* 6*d.*

Duplicate copies of the certificates may be had, on special application, on payment of a fee of 2*s.* 6*d.* for each.

Board of Examiners.

Theology and Church History	The Very Rev. The Dean of Westminster. The Very Rev. The Dean of Canterbury. The Rev. Francis Garden, M.A. The Rev. H. W. Burrows, M.A.
Mathematics and Physical Sciences	Rev. T. A. Cock, M.A. Rev. W. Howes, M.A. T. M. Goodeve, M.A.
Mental and Moral Philosophy	Rev. Francis Garden, M.A. Rev. Derwent Coleridge, M.A. C. H. Pearson, M.A.
Languages.	
Latin and Greek	Rev. M. Meyrick, A.K.C. Rev. M. Biggs, M.A. Rev. J. J. Heywood, M.A.
English	Rev. F. D. Maurice, M.A. Rev. J. S. Brewer, M.A. Rev. S. Clark, M.A.
French	Alphonse Mariette, M.A. M. Stievenard. M. Leriche, B.A.
German	G. Weil, Ph. D. A. Bernays, Ph. D. Rev. A. Wintzer, Ph. D.
Italian	A. Biaggi. ——— ——— ——— ———
History, Ancient	Rev. E. H. Plumptre, M.A. Ven. Archdeacon Browne, M.A. C. H. Pearson, M.A.
History, Mediæval and Modern	Rev. F. D. Maurice, M.A. Rev. J. S. Brewer, M.A. C. H. Pearson, M.A.
Geography	William Hughes, F.R.G.S. John Yeats, LL.D. Walter Macleod, F.R.G.S.
Drawing and Pictorial Art	W. Cave Thomas. Henry Warren. George Scharf, F.S.A. Edward Armitage.
Music, Vocal	John Hullah. Lindsay Sloper. Edward Hopkins.
Music, Instrumental	W. Sterndale Bennett, Mus. D. Chalmers Masters. W. J. Holmes.
Harmony and Musical Composition	John Hullah. W. Sterndale Bennett, Mus. D.

Endowment Fund.

Endowment fund.

The council proposed in 1857 to raise a fund of 5,000*l.* for the purpose of releasing the college from the burdens that were then pressing on it, and securing a permanent endowment. The first of these two objects has been now attained, and all future donations will be applied to the latter. Donors to this fund are entitled to the privileges specified under the head of scholarships and nominations.

A former pupil of the college is anxious to raise the sum of 400*l.* through the exertions of those who have received instruction in the college, for the foundation of a pupils' scholarship. Donations will be received by the Rev. E. H. Plumptre.

Donations.

The Lord Bishop of London, Visitor	£	10	0 0
The Duchess of Argyll		25	0 0
The Lady Visitors, for the foundation of a scholarship		400	0 0
The Rev. T. A. Cock, for the foundation of a scholarship		400	0 0
The Rev. Tullie Cornthwaite, M.A., for the foundation of a scholarship		400	0 0
The Lord Bishop of Lichfield		10	0 0
The Lord Bishop of Oxford		10	0 0
Sir John Forbes, M.D.		10	0 0
E. B. Denison, Esq., Q.C.		10	0 0
Ven. Archdeacon Browne, M.A.		5	0 0
The Very Rev. the Dean of Westminster		25	0 0
The Professors, 50 per cent. on their fees for two years.			
The Dean and the Bursar, 20 per cent. on their official salaries for two years.			
The Assistants, Masters, Lady Superintendent, and Lady Teachers, 10 per cent. for one year.			
The Rev. F. D. Maurice, M.A.		37	3 5
Alphonse Mariette, Esq.		25	0 0
Rev. T. A. Cock, M.A.		25	0 0
Rev. F. Garden, M.A.		25	0 0
Rev. E. H. Plumptre, M,A.		25	0 0
E. C. May, Esq.		10	10 0
O. May, Esq.		10	10 0
W. J. Cock, Esq.		25	0 0
C. Wilkinson, Esq.		25	0 0
J. G. Elgood, Esq.		5	0 0
A Friend, per Rev. E. H. Plumptre		2	2 0
Miss Pierce		3	3 0
Sir R. P. Glyn, Bart.		25	0 0
H. Egerton, Esq.		2	2 0
Rev. D. Laing, M.A.		25	0 0
W. Sterndale Bennett, Esq., Mus. D.		25	0 0
Dr. Bernays		25	0 0
Mrs. W. White Cooper		2	2 0

For Pupils Scholarship.

Rt. Hon. Lord Ebury	£5	0	0	Mrs. Wilbraham	£1	1	0
Miss Fagan	1	1	0	Miss Bathurst	1	1	0
Rev. H. Fagan	1	1	0	Miss Louisa Twining	5	0	0
Rev. S. Clark	5	0	0	Lady Franklin	1	1	0
The Rev. J. S. Brewer	1	0	0	Miss Simpkinson	1	0	0
Rev. W. Benham	2	2	0	Miss Jex Blake	1	11	6
Rev. W. Benham (2d. Don.)	2	2	0	The Very Rev. the Dean of Canterbury	3	0	0
Rev. W. Benham (3d. Don.)	2	2	0	Miss Alford	1	0	0
Mrs. Baines	6	0	0	Miss Mary Alford	1	0	0
Miss Benson	1	0	0	Miss Caroline Smith	1	0	0
Miss Ruddle	1	0	0	Miss Hawkes	0	10	0
Miss Worsley	0	10	0	Miss L. Morrison	1	1	0
Miss Honora Worsley	0	10	0	Miss R. Morrison	1	1	0
Miss Maurice	1	0	0	Miss Box	1	0	0
An old Pupil	1	0	0	Balance from other Scholarship Funds	47	8	6
Miss Cheyne	0	10	0				
Miss D. Beale	0	10	0				
I. Brasseur, Esq.	1	0	0				

I have reckoned this institution as among the *endowed schools* for girls in London. But it will be remarked that the school is only

endowed in a very limited sense. There is at present no endowment by way of maintenance fund, though it appers that such an endowment is being gradually raised, but there are certain scholarships, or bursaries as they would be called in Scotland, tenable by pupils at the college, which secure to the holders either a free education in the college course, or an education at a reduced charge. The college, of course, gains no addition to its general funds for maintenance by these scholarships, and can only be said to benefit indirectly by them. This establishment is therefore by no means *endowed* in the sense in which grammar schools are ordinarily said to be endowed.

In what sense this college is "endowed."

It has already been stated that the college has two objects viz., (1.) The general education of ladies. (2.) The granting of certificates of knowledge. The following are the regulations respecting the latter of these two objects. It will be seen that the certificates given by the college are of two kinds viz., *special* (that is, in individual subjects), and *general*.

Regulations respecting the issues of certificates of proficiency.

CERTIFICATES IN SPECIAL SUBJECTS—SUBJECTS FOR EXAMINATION.

Theology.

Third Class.—1 and 2 Kings. The Gospel according to St. Luke.

Second Class.—(Additional.) The Book of Deuteronomy. The Epistle to the Galatians.

First Class.—(Additional.) The history of the Church as far as the Council of Nicæa. The history of the English Reformation.

Books recommended.—Smith's Dictionary of the Bible, or Kitto's Biblical Cyclopædia. Angus's Bible Handbook. Robertson's Handbook of Ecclesiastical History. Blunt's History of the Reformation.

Mathematics, Pure.

Third Class.—The rules of pure arithmetic in relation to integers and vulgar fractions. Practice and the single rule of three.

Second Class.—(Additional.) Decimal fractions. Double rule of three. Per-centage, and interest, simple and compound. Rectangular surfaces and solids. Euclid's elements of geometry, book I.

First Class.—(Additional.) Extraction of square and cube roots. Lund's school algebra to quadratic equations. Euclid's Elements, books II. and III.

Books recommended.—Colenso's Arithmetic. Lund's School Algebra. Todhunter's Algebra. Pott's School Euclid.

Physical Sciences.

Third Class.—The principles given in Ganot's Traité de Physique, books I. and II. Herschel's Outlines of Astronomy, ch. I.–VII.

Second Class.—(Additional.) The principles given in Ganot's Traité de Physique, books III. VI. Herschel's Outlines of Astronomy, ch. VIII. and IX.

First Class.—(Additional.) The principles given in Ganot's Traité de Physique, books VII., IX., and X., ch. 1–3. Herschel's Outlines of Astronomy, ch. XV. and XVIII.

Books recommended.—Ganot's Traité de Physique.* Herschel's introduction to Natural Philosophy.

Mental and Moral Philosophy.

Third Class.—Whately's Logic. Mackintosh's Ethical Philosophy.

Second Class.—(Additional.) Herschel's introduction to Natural Philosophy, part II. Butler's Sermons on Human Nature.

First Class.—(Additional.) Hooker's Ecclesiastical Polity, book I. History of Greek Philosophy.

Books recommended.—Maurice. Moral and Metaphysical Philosophy. Thomson. Outline of the Laws of Thought.

* An English translation has been published by Ballière, Regent Street.

English language and literature.

Third Class.—Morell's Grammar and Analysis of Sentences. Shakespeare's Julius Cæsar, ed. Craik.

Second Class.—(Additional.) History of Language. Milton's Minor Poems. Bacon's Advancement of Learning, book I.

First Class.—(Additional.) History of literature of 17th Century. Spenser's Faery Queen, book I.

Books recommended.—Hallam; History of Literature. Latham; Handbook of English Language. Craik; History of English Language.

Greek.

Third Class.—The Gospel according to St. Mark. Elements of Grammar.

Second Class.—(Additional.) Xenophon, Cyropædia, book I. Translation of short English sentences.

First Class.—(Additional.) Sophocles, Antigone.

Books recommended.—London Greek Grammar. Arnold's Greek Composition. Liddell and Scott; School Lexicon.

Latin.

Third Class.—Cornelius Nepos—Elements of grammar.

Second Class.—(Additional.) Virgil, Æneid, book I. Translation of short English sentences.

First Class.—(Additional.) Cicero de Amicitiâ. Translation from some English author.

Books recommended.—London Latin Grammar. Arnold's Latin composition. Andrew's or Smith's Latin Dictionary.

French.

Third Class. — Grammar. Racine, Athalie. Elementary conversation. Translation of short English sentences.

Second Class.—(Additional.) Montesquieu, Grandeur et Décadence des Romains, books I–III. Translation from some English author.

First Class. — (Additional.) Boileau, L'Art Poétique, Canto I. Nisard's Histoire de la Littérature Françoise, Vol. II. Conversation on subjects of examination.

Books recommended. — Brasseur; Grammar. Mariette; Half-hours of French Translation. Spiers; Dictionary.

German.

Third Class. — Grammar. Oltrogge's Deutsches Lesebuch, 1st course. Elementary conversation. Translation of short English sentences.

Second Class.—(Additional.) Schiller, Lied von der Clocke. Translation from some English author.

First Class.—(Additional.) Goethe, Egmont. Wilmar, Literatur-Geschichte (18th Jahrhundert.) Conversation on subjects of examination.

Italian.

Third Class.—Biaggi's Prosatori (Favole, Aneddoti, e Descrizioni.) Grammar —Elementary conversation. Translation of short English sentences.

Second Class.—(Additional.) Tasso, Gerusalemme Liberata, Canto I, Stanza 1–36, II. III. and XII. Translation from some English prose author.

First Class. — (Additional.) Dante, L'Inferno. Cant. I. and XXXIII. Il Purgatorio, Cant. I. V. XXVIII a XXIX. Conversation on subjects of examination.

Books recommended.—Lemmi; Grammar. Baretti; Dictionary.

History, Ancient.

Third Class.—History of Greece to close of Persian War. History of Rome to capture of Rome by the Gauls.

Second Class.—(Additional.) History of Peloponnesian War. History of Punic Wars.

First Class.—(Additional to either of the above.) History of Athenian constitution. State of Roman Empire under Augustus.

Books recommended.—Smith's School History of Greece. Liddell's School History of Rome. Smith's Student's Gibbon. For reference.—Smith's Dictionary of Classical Biography. Grote. Thirlwall. Arnold. Merivale.

History, Modern.

Third Class.—The Thirteenth Century.

Second Class.—(Additional.) The Reign of Charles V.

First Class.—(Additional to either of the above.) The French Revolution and the first Empire.

Books recommended.—Koch's Revolutions of Europe. Hallam's Middle Ages. Schiller's History of the Thirty Years' War. Mignet's History of French Revolution.

History, English.

Third Class.—The House of Tudor.

Second Class.—(Additional.) The house of Stuart.

First Class.—(Additional to either of the above.) The Reign of George III.

Books recommended.—Smith's Student's Hume. Guizot's English Revolution. Hallam's Constitutional History.

Geography.

Third Class.—Geography of British Isles. Descriptive and Physical.

Second Class.—(Additional.) Currents of Atlantic Ocean. Geographical distribution of earthquakes and active volcanoes. Tropical America.

First Class.—(Additional.) Australian colonies of Great Britain. Mediterranean Sea and Countries enclosing it. The United States.

Books recommended. — Hughes' Manual of Geography. Johnstone's Physical Atlas. Guyot's Earth and Man.

Drawing and Pictorial Art.

A. *Figure Drawing.*

Third Class.—Outlines of leaves or flowers from memory. Outlines from a piece of ornament in relief. Outlines from the round. Construction of plane geometrical figures. Elements of perspective.

Second Class.—(Additional.) Principles of art. Perspective. A composition of flowers in outline. A drawing of a head from the antique, in pencil, shaded. An original composition in flowers, shells, &c., in outline. Sir J. Reynold's lectures.

First Class. — (Additional.) A perspective drawing. A finished chalk drawing from the antique. An original composition of fruit, flowers, or shells in oil or water-colour. Principles of art. History of painting.

Books recommended. — Perspective (Winsor and Newton's series.) Mrs. Jamieson's Lives of Early Italian Painters. Chevreul on Colours. Kugler's Hand-book of painting in Italy. Sir J. Reynolds's Discourses.

B. *Landscape Drawing.*

Third Class.—Sketching single objects from nature. Simple perspective.

Second Class.—(Additional.) Drawing of an arch in perspective by the eye. Some knowledge of tree forms. Principles of colour. Foreshortening.

First Class.—(Additional.) Principles of colour as regards simultaneous contrast. Projection of shadows. Aerial perspective. Characteristics of Architectural forms. A landscape in oil or water-colours (not a copy.)

Books recommended.—Chevreul on Colours. Ruskin's Modern Painters, Vol. I. Papers on Architecture in Penny Cyclopædia.

Music, Vocal.

Third Class.—Rudiments of musical grammar. Simple part music at sight.

Second Class.—(Additional.) First principles of harmony. More difficult

part music at sight. Songs by Handel, Mozart, or Haydn, in English, Italian, or German.

First Class.—(Additional). Harmony and counterpart. Part music from the treble, soprano, or contralto stave. More elaborate songs by classical masters in English and Italian or German.

Books Recommended.—Hullah's Rudiments of Musical Grammar. Hullah's Short Treatise on the Stave.

Music, Instrumental.

Third Class.—Early Sonatas of Haydn, Dussek, and Mozart. Rondos and capriccios of Hummel, without accompaniment. Bennett's preludes and lessons.

Second Class.—(Additional). The more important sonatas of Mozart (without accompaniments). Early sonatas of Beethoven. "Lieder ohne Worte," of Mendelssohn. Cramer's studies.

First Class.—(Additional.) Concertos of Mozart, Beethoven, Hummel, and Mendelssohn. Sonatas of Hummel and Dussek. Moscheles' and Potter's studies. Reading at sight. Harmony as far as the inversions of the dominant seventh.

Harmony and Musical Composition.

Third Class.—Addition of two or three parts to a figured bass.

Second Class.—(Additional.) Harmonizing a simple melody.

First Class.—(Additional.) Counterpoint in four parts.

Books Recommended.—Hullah. Rudiments of Musical Grammar. Grammar of Musical Harmony. Callcott's Musical Grammar. Cherubini. Course of Counterpoint in Figure.

Certificates of General Proficiency.

Pupils of the college offering themselves for these certificates may choose any one or more of the subjects specified in the foregoing programme for the first or second class. One such subject is required for a third class certificate of general proficiency, two for a second, and three for a first class.

Present condition of the college.

The Founders, Directors, and Teachers of this college have done and are doing a noble work, and deserve the gratitude of all friends of education. The difficulties against which they have had to contend in establishing one of the earliest institutions in England for the sound education of girls have been very great; and they are still no doubt much embarrassed by the prejudices and the apathy which prevail in in respect to this question. Above all they are severely tried by the want of grounding and sound preparation in their pupils when they enter. All practical teachers who are aiming at a high standard will appreciate the force of this difficulty and will allow that it merits the greatest consideration. Considering these difficulties, the management and instruction of the college are conducted with talent and judgment. The course of instruction as recommended to compounders is well devised, sound, and probably as good as possible under existing circumstances. The arrangements and supervision of the establishment seem to be good; and the tone and behaviour of the pupils, when the college was inspected and examined, were simple, quiet, orderly, and free from all excitement.

Points in which some changes might be desirable.

If in the course of this report I mention any particulars, in the conduct of this college, which it seems to me might advantageously be altered, I do so with some diffidence, without in the least intending to depreciate the general excellence and merit of the institution, and in the confidence that if the suggestions I make should approve themselves to the greater knowledge and experience of the ladies and gentlemen engaged in the management of this institution, and their adoption

should under present circumstances be practicable, they will endeavour to carry them out.

(1.) The institution of a system of *certificates of knowledge* was an excellent undertaking and has been the commencement of a much needed reform. It is probably the only mode whereby the custom of requiring some guarantee of knowledge from governesses could have been gradually introduced. The institution of examinations by a body totally independent of and distinct from the teachers who instruct the candidates would probably have had at first too many terrors for most young women. It may now however be a question whether, considering the length of time the college has been established, and the greater familiarity with examinations which the action of Cambridge University, and other bodies, has introduced among women, the time is not arrived for Queen's College to take a higher line. The principle of issuing certificates, whether of special or general proficiency, on the results of examinations, conducted by the teachers who have been instructing the candidates in these subjects, is an essentially unsound principle. It is to be hoped that, if an educational board for directing the superior education of women should be founded, or if the Universities of Oxford, Cambridge, and London, or any one of them, should undertake the examination of women in the higher branches, the college will feel it right to hand over the examinations for the issuing of such certificates, to such an external and independent body.

The division of the certificates into two classes, general and special, seems to be judicious and the programme of the examinations for special certificates seems to be on the whole remarkably good (see pages 575–578). Those for the special certificates in mental philosophy, in French, in German, in Ancient History, in Drawing, and in Music, strike me as particularly commendable. If I may venture to criticize, I would suggest, (a) whether it is not undesirable to have any certificates, such as the third-class certificate of general proficiency, which requires examination in only one subject and that optional; (b) whether it is not desirable to make examinations in at least three subjects, such as one language, arithmetic, and the elements of one science or art, necessary to the holding of any *certificate of general proficiency*. I am aware of the present low condition of female education. But, surely, it can hardly be and at any rate is not likely to continue so low as to require such a humiliating programme as that of the third-class certificate of general proficiency? (c) whether it would not be desirable to include some examination in decimal fractions, even in the third class certificates of special proficiency in arithmetics and mathematics. A woman who has not learnt decimal fractions, could not take charge of a national school under Government; (d) whether it would not be desirable to introduce some original English composition in prose at least, into the examinations for certificates in English language and literature. (e) whether it would not be desirable to raise the standard of the Latin examination, for a first-class certificate; so as to require, for example, some study of the easier poets, and above all some critical and philological study. These questions may have been considered at one time and dropped, after deliberation. If so, I would suggest that it is now time to reconsider them, lest Queen's College should cease to lead in maintaining a high standard of feminine education. The *best thing*, however, as I have said for the college to do in this matter, would be to hand over the examination for certificates to some superior body.

(2.) The course of *general education* for pupils is well devised. (See page 568). It upholds sound and valuable subjects, such as are calculated to train all the faculties, and to make the learner an useful member

of society, as against those fatal sirens "the accomplishments." It is also judicious, in the present circumstances, not to enforce a curriculum, but while recommending a well arranged curriculum, to leave it optional to a pupil to take such parts of it as she desires or requires (See my report on burgh schools in Scotland, pages 15, 16).

Qualifications of Teachers.

The professors are an able and talented body, and indeed the names of some of them are a sufficient guarantee to the public that their lectures would be delivered with sound learning and with conscientious care. The dean of the college was good enough to permit me to attend several of these lectures. They all seemed to be instructive, and some of them to be brilliant. If the pupils were thoroughly well grounded, and if this preparation were attested by a rigid matriculation examination, I can conceive nothing more instructive than the course of lectures which these professors deliver. But this reflection leads me to the main criticism which I have to make upon the instruction in this college. Considering the inequality of age in the pupils, and considering also the extremely imperfect and unequal condition of their knowledge and attainments when they enter (proved by such examples as Tables V. and VI. in Appendix XIV.), considering also the apathy and indifference prevalent among girls respecting the subjects of solid, as opposed to ornamental instruction, I would venture to suggest whether the mode of instruction carried on in this college is sufficiently tutorial; whether it is not too exclusively professorial, conducted rather by means of the delivery of lectures than by requiring sound and systematic work from the pupils. Unless I am greatly mistaken the majority of these pupils are not fit for lectures, but are in great need of close and strict schooling. And I am inclined to think from the results of my own observation, inspection, and examinations, confirmed by the opinions of relatives of pupils in the college, that some change in this direction would be beneficial.

Mode of instruction.

Buildings and premises.

As regards its buildings and premises, this institution is neither better nor worse provided than most of the educational institutions for girls in London. It is comprised within two houses in Harley Street. These houses were not designed for scholastic purposes, but are ordinary dwelling houses converted to their present use. Harley Street is a somewhat noisy thoroughfare, and the street traffic necessarily creates some interruption to the lectures. Part of the two houses is occupied by the *school*, which is held in two quiet and very satisfactory rooms at the back. The remainder of the two houses is partly occupied by the college, with its library, waiting rooms, lecture rooms, and other offices, and partly by one of the authorized boarding houses. There is no satisfactory playground, either open or covered, nor is there even a good day room for the purpose of gymnastics, callisthenics, &c. With these exceptions the buildings are satisfactory.

The School.

The school is intended for girls above five years of age. The pupils are arranged in three classes. I. for girls from 11 to 13 years old; II. for girls from 9 to 11 years; III. for girls from 5 to 9 years old. The course of instruction for classes I., II. includes scripture, English grammar and reading, French, elements of Latin, arithmetic, geography, history, drawing, vocal music, and callisthenics. The course for class III. includes the same subjects (with the exception of Latin), and the pupils are taught principally on the plan of object lessons and catechetical instruction.

The school is taught chiefly by governesses, but some of the college professors assist in the instruction. All the classes are examined twice in each term by the professors of the subjects taught, and reports of conduct and progress are sent at the close of it.

The fees are,—

For pupils under 9 - -	£5	5	0	a term	or	£12	12	0	a year	Cost of education in the school.
„ above 9 and under 11	6	6	0	„	or	15	15	0	„	
„ above 11 and under 13	7	7	0	„	or	18	18	0	„	
„ above 13 - - - -	8	8	0	„	or	22	1	0	„	

The fees for the half term are two-thirds of the above. Pupils pay a fee of 1 guinea on entrance. The fees include the charge for stationery. Instrumental music and dancing are extras, each 2 guineas a term.

These fees are, like those in the college, higher than it is desirable they should be for the sake of professional men, artists, and others who want to give a sound education to their daughters. The desire to keep the institution select, and the unwillingness of parents to allow their daughters to mix, even in a day school, with those of persons in a lower social grade than their own, (which is one of the main difficulties in the way of improvement of feminine education, because it necessitates the prevalence of small schools, and the consequent waste of teaching power) are probably the cause of this arrangement of the scale of fees. The situation is indeed serious, if not only is there no cheap provision for the sound day schooling of the daughters of professional and mercantile men in London, such as exists in many of the principal towns of Scotland, but if the provision of such schooling is rendered hopeless for the future by our unhappy social divisions. It may, however, well be doubted whether the experiment has yet fairly been tried.

At the date of my visit to this school, there were 30 pupils in attendance. I made a very careful inspection and examination of the whole school in the English subjects, with the view of ascertaining whether they were being well grounded. The head mistress also gave a lesson in my presence. I shall not give the details of my notes of this inspection; it will be sufficient to give a summary. My general impression of the school is that the pupils are backward, though not very much so, in spelling and arithmetic, and that the instruction wants more method and vigour. Some of the mistresses show very evident signs of want of training. On the whole, however, there is some good work accomplished. The school is better than the majority of private schools for girls of this social grade, though not equal to some. If more vigorously conducted it might be of very great use to the college. Conclusions respecting the school.

APPENDIX XI.—BEDFORD COLLEGE, BEDFORD SQUARE.

This is, like Queen's College, an institution for the education of young ladies. It is governed by a council, and by a committee of education appointed each session by the council. The institution is, like Queen's College, divided into two departments, viz., the college; and the school, which is preparatory to the college. I shall speak first of *the college.* Bedford College.

The following is a list of the subjects taught in this department, and of the persons who teach them; a statement of the fees, and of the mode of attending classes.

Subjects and Professors.

Drawing - - - -	F. S. Cary, Esq.
English Language and Literature	George M'Donald, Esq., M.A.
French Language and Literature	Mons. Adolphe Ragon.

Subjects and teachers.

German Language and Literature	A. Heimann, Ph.D., Professor of German in University College, London.
Geography	Rev. J. P. Faunthorpe, B.A., Lond.
Harmony	J. Hullah, Esq., Professor in King's College, London.
History—Ancient	S. R. Gardiner, Esq., B.A., Oxon.
„ Modern	L. B. Seeley, Esq., M.A., Cantab.
„ of Fine Art	
Italian Language and Literature	Signor Biaggi.
Latin	E. S. Beesly, Esq., M.A., Oxon., Professor of History in University College, London.
Mathematics—Algebra and Geometry	Jonas Ashton, Esq., B.A., Cantab., and M.A., Lond.
„ Arithmetic	A. Sonnenschein, Esq.
Natural Philosophy	William J. Russell, Ph.D.
Reading aloud	Richard Cull, Esq., F.S.A.
Vocal Music	J. Hullah, Esq.

Assisted by

English Language and Composition	J. L. Kinton, Esq., MA., Lond.
Vocal Music	J. Bannister, Esq.
Instrumental Music	John Jay, Esq.

A special course of lectures on logic, by the Rev. W. Berkeley, will extend through the session.

Cost of the education.

Fees for Regular Students.

22*l.* 1*s.* a year, or 8*l.* 8*s.* Entrance fee, 1*l.* 1*s.*

Fees for Occasional Students.

For one class, meeting twice a week, 2*l.* 2*s.*
For each additional class after the first, 1*l.* 11*s.* 6*d.*
For one class, meeting once a week, 1*l.* 11*s.* 6*d.*
For each additional class after the first, 1*l.* 1*s.*
} the term.

Pupils joining the class for drawing from the life model will pay 5*s.* extra per term.

Instrumental music, 3*l.* 3*s.* per term.

All the fees are paid in advance at the beginning of each term.

A satisfactory reference is required, with the name and address of the parent or guardian.

The college library and the drawing school are open to students during college hours.

Individual singing lessons, by Miss Palmer, 3*l.* 13*s.* 6*d.* per term.

And course of instruction.

Regular and Occasional Students.

In the college the teaching is carried on by the professors. Students are not admitted to the college under 14 years of age. They may become either "regular students," in which case they pursue a systematic course of study, under the superintendence of the committee of education, or "occasional students," and select any number of individual classes.

In each subject the students are classed by the professors according to their proficiency.

Regular Students.

In the following table the subjects of the lectures are arranged so as to form a consecutive course of study for four years. Regular students are entitled to attend seven and are required to attend five of the classes specified in each year, choice being given where the subjects are included in brackets, with the option of vocal music in addition.

They are under the direction of the ladies of the committee of education, who are in attendance to receive them at the beginning of each term.

The students are examined at the close of each session, and reports of the results of the examinations and the attendance of students at lectures or classes are given out.

TABLE OF SUBJECTS.

First Year.	Second Year.	Third Year.	Fourth Year.
1. Arithmetic.	1. Mathematics.	1. Mathematics.	1. Mathematics.
2. Geography.	2. Latin.	2. English Language and Literature.	English Language and Literature.
3. Latin.	3. English Language and Literature.	History, Ancient.	History, Ancient.
4. History, Ancient.	Geography.	3. „ Modern.	2 „ Modern.
„ Modern.	History, Ancient.	„ of Fine Art.	„ of Fine Art.
French.	4. „ Modern.	Latin.	Latin.
5. German.	Natural Philosophy.	4. French.	3. French.
Italian.	French.	German.	German.
English Language.	5. German.	5. Italian.	4. Italian.
6. Natural Philosophy.	Italian.	Geography.	Geography.
English Reading	German.	History of Fine Art.	5. History of Fine Art.
7. aloud.	Italian.	6. Natural Philosophy.	Natural Philosophy.
Drawing.	6. Geography.	English Reading aloud.	6. English Reading aloud.
Harmony.	Natural Philosophy.	7. Logic.	Logic.
8. Vocal Music.	English Reading	Drawing.	Drawing.
	7. aloud.	Harmony.	7. Harmony.
	Drawing.	8. Vocal Music.	8. Vocal Music.
	Harmony.		
	8. Vocal Music.		

It will be seen that here, as at Queen's College, a pupil may either be enrolled as a regular student, in which case she goes through a course of instruction calculated to last four years, from 14th to 18th year of her age; or she may attend selected classes. The fees are not quite so high as at Queen's College.

I have entered this among the endowed girls' schools of London (see pages 241–2) on the same grounds as those on which I have placed Queen's College among them. It must, however, be remarked that this college is only endowed with a few scholarships, tenable by pupils in lieu of the payment of fees. There is no permanent maintenance fund, nor is there, I believe, the same probability as at Queen's College of such a fund being raised. Endowment.

The following is some account of these scholarships :—

SCHOLARSHIPS. Scholarships.

Two students' scholarships, value 18*l.* 18*s.*, tenable for three years.

Candidates must be under 20 years of age, and must have been "students" in the college for not less than three or more than five terms immediately preceding the election.

One of these scholarships is awarded at the close of each alternate session to the candidate who passes the best examination in five subjects, including Latin and arithmetic.

On the same Foundation.

Two pupils' scholarships, value 9*l.* 9*s.*, tenable for three years.

Candidates must have been pupils in the school connected with the college for not less than two years immediately preceding the election.

One of these scholarships is awarded at the close of every session for the candidate who passes the best examination in the subjects taught in the highest class of the school.

Professors' Scholarship, value 18*l.* 18*s.*

Candidates must have been "students" in the college for not less than two or more than four terms.

It is awarded according to examination in any five subjects in the first year's course of study, and is tenable for two years.

Old Pupils' Scholarship, value 18*l.* 18*s.*

Candidates must not be under 16 years of age, and must have attended classes in the college for not less than three terms at any previous period.

It is awarded according to examination in four subjects, including some branch of natural science, and is tenable for two years.

THE ARNOTT SCHOLARSHIPS,

Founded by Mrs. Arnott, for the encouragement of the study of Natural Philosophy by Ladies, and for the purpose of honouring the works and labours of her husband, Dr. Neil Arnott.

Two scholarships, giving free admission to classes in Natural Philosophy and Mathematics for two years, will be open for competition by examination at the beginning of next October. The successful candidates will enter the College immediately.

Examination.

Arithmetic.—Numeration; the four cardinal rules; vulgar and decimal fractions; proportion and practice.—N.B. Extra marks will be given for method.

Natural Philosophy.—A short lecture will be given by the Examiner on certain of the physical properties of the atmosphere, after which questions will be given for the Candidates to answer in writing. The subject is treated in Arnott's "Elements of Physics," Vol. I., Part iii., Section 2. Sixth Edition. Messrs. Longmans.

The Arnott Scholars will also have the privilege of free admission to three classes at their own option, making five classes in all.

Ladies who have attended classes in the College previously will not be eligible.

Candidates are requested to send in their names to Miss Martineau before September 1st.

Further particulars may be obtained on application at the College.

Time-table.

The following was the time-table used in the College at the date of my visit:—

Commence at	MONDAY.	TUESDAY.	WEDNESDAY.
10 o'clock.	Sen. German.	2nd Drawing. French Language.	1st Mathematics. (Arithmetic.) 2nd Mathematics.
11·10.	Preparatory Arithmetic.	German Literature. French Literature.	3rd Mathematics. 1st Drawing.
12·20.	English Literature. English Language.	3rd Latin.	Ancient History. Modern History.
1·30.	Jun. Vocal Music. Sen. Vocal Music.	2nd Latin. Natural Philosophy.	Geography.
2·40.	Harmony. Reading aloud.	Italian. 1st Latin.	

Commence at	Thursday.	Friday.	Saturday.
10 o'clock.	Sen. German.	2nd Drawing. French Language.	1st Mathematics. (Arithmetic.) 2nd Mathematics.
11·10.	Preparatory Arithmetic.	German Literature. French Literature.	3rd Mathematics. 1st Drawing.
12·20.	English Literature. English Language.	3rd Latin.	Ancient History. Modern History.
1·30.	Jun. Vocal Music. Sen. Vocal Music.	2nd Latin. Natural Philosophy.	Geography.
2·40.	Harmony. Reading aloud.	Italian. 1st Latin.	History of Fine Arts.

Instrumental Music on Monday and Thursday.

Buildings and premises.

As regards its buildings and premises this college is neither better nor worse provided than most schools for girls' education in London. It is held in two adjoining houses in Bedford Square. These, like the houses in which Owens College is held, were not designed for scholastic purposes. Considering this fact the buildings may be said to be fairly suitable to their purpose. Their situation is *quiet*, which is a great advantage, and they are in good repair. There is, however, no playground, nor even a satisfactory dayroom, owing to want of space. The two houses are partly occupied by the library, waiting rooms, lecture rooms, and offices of the college, partly by the school-room and classrooms of the school, and partly by a boarding house, the property of some of the lady visitors.

The College is undenominational.

The management of this institution resembles that of Queen's College in all important respects except one, viz., that no religious instruction is here given, and that the advantages of good education are thus offered to the daughters of all professional and mercantile men, to whatever religious denomination they may chance to belong. The founders, and managers, and teachers in this college are doing an admirable educational work, the importance of which can hardly be overrated, and they are discharging the duties which they have imposed on themselves remarkably well in the face of very great difficulties. All the difficulties with which Queen's College has to contend are felt at least equally by Bedford College, with the additional disadvantage that Bedford College has not like Queen's College the support of a wealthy and aristocratic church. The institution is, however, conducted with so much public spirit, and such a determination on the part of its directors to spare no sacrifice of trouble and of private interests for the well-being of their pupils, that it deserves the utmost sympathy and support. As a proof of this public spirit I may mention that the directors have this year introduced a practice which is I believe almost without parallel among institutions of this kind in Great Britain. They have appointed a fellow of Oriel, one of the assistant commissioners on this inquiry, to examine thoroughly the school and college, and to report to them upon the results. This gentleman is entirely independent of the college, and is remarkably well qualified for the work, and he has been assisted in the French examination by the head master of the modern school at Marlborough, perhaps the best person that could possibly have been

It has been examined by an independent examiner.

found for the work. The college and school have been thoroughly examined by these gentlemen, and they have presented a very frank report to the directors, which I have seen, but which I regret to say I am not at liberty to characterize. The courage and the zeal which this action on the part of the directors has proved that they possess are worthy of the highest praise, and cannot fail to have an excellent effect on the work of both teachers and pupils.

Present tion of the College,

The course of instruction required of regular students is well devised, sound, and probably as good as possible under existing circumstances. The arrangements and supervision of the establishment are good, and the tone and behaviour of the pupils, when I inspected and examined the college and school, were simple, quiet, orderly, and free from all excitement. Here, as at Queen's College, sound and valuable subjects of instruction are preferred to the more superficial and popular accomplishments, but the curriculum, however judiciously devised, is not enforced.

and mode of instruction.

The professors are an able and talented body. The list of them, which contains some names of distinction is given on pages 581, 582. The directors were good enough to permit me to attend several lectures, and some of them made a most favourable impression on me. The teaching seemed to me to be more catechetical, more like good "schooling" here than at Queen's College, and I think, considering the condition in which the pupils enter, that any tendency towards such a system is commendable. I wish also particularly to mention that I heard here some of the best class teaching of arithmetic that I heard in England during the course of this inquiry. It will also be remarked that Table VIII., in Appendix XIV., although it falls far below the result which we *ought* to obtain, yet shows better work than was produced at any other girls' school which I examined.

The school.

The school contained at the date of my visit 60 pupils in five classes This department is intended to be preparatory to the college, and it provides instruction in Latin history, geography, English, French, German, drawing, singing, writing, and drilling. The head mistress is assisted by four governesses, and occasionally by some of the professors.

The school session consists of 34 weeks, and is divided into three terms: namely, from the end of September to Christmas, from Christmas to Easter, and from Easter to the beginning of July.

There are examinations at the end of each term, and a report of conduct and progress is given to each pupil on the last day of the term.

The examinations at the end of the first and second terms are taken into account in awarding the scholarships in connexion with the general examinations at the close of the session.

Scholarship.—A Reid Pupils' Scholarship, covering half the fees in the college, given every year, tenable for three years.

Candidates must have been pupils in the school for not less than two years immediately preceding the election.

One of the scholarships is awarded at the close of every session for the candidate who passes the best examination in the subjects taught in the highest class of the school.

The fees are for pupils under—

Cost of education in the school.

10	years of age	4	guineas	a term, or 10 guineas	a year; for pupils
under 14	„	„ 5	„	„	
above 14	„	„ 6	„	„	

Instrumental music is an extra 2 guineas per term. There is also an entrance fee of 1 guinea.

The hours of attendance are, in the upper classes, from 9.30 to 1.5. In the junior classes from 9.40 to 12.55. The attendance seemed to be very punctual and regular, and the discipline in the school was decidedly good. The pupils, however, want stimulus, and there are signs of want of training in some of the mistresses.

APPENDIX XII.—MUSICAL GYMNASTICS.

Callisthenics for girls' schools.

Among the systems of physical training which came under my notice in the course of this inquiry, there is one which has been recently introduced into this country from America, which seems to me to be particularly suitable to the present exigencies of girls' schools. I had an opportunity of seeing this system of callisthenics in use in one of the day schools for girls of the first grade in the north of London, and I was much struck by the apparent convenience, gracefulness, and uti ity of the system, and especially by its adaptability to schools which have not much spare room within or without their walls.

Letter respecting an American system of Callisthenics.

The following copies of letters will show what the system is, and will illustrate some of my statements in reference to the necessity of physical education for girls as an auxiliary to their mental education. The following is a letter in reply to some questions respecting "musical gymnastics," which I addressed to the gentleman who introduced that system into this country.

SIR,

THE system of "musical gymnastics," concerning which you inquire, was devised by Dio Lewis, M.D., of Boston, U.S., at whose request I came to England three years ago for the purpose of republishing his treatise upon the subject, and of making known the system public by lectures and by classes. Perhaps I should add to enable you to estimate the replies I am about to give, at their true value, that my connection with this work is not strictly "professional," but only temporary taken up in the emergency of poor health, with the hope of benefit from the regular and constant activity required, and that having succeeded in getting Dr. Lewis' system into operation here, I am soon to leave the work in the hands of those whom I have prepared to conduct it.

1. With a little capital and with perseverance schools of physical education would be eminently successful and remunerative in London. The school in Delamere Terrace was only designed as a temporary means of showing the working of the system.

2. The only advantage of "separate teaching in schools" is the saving of time to the pupils there, and of inconvenience in going out for their lesson.

3. I find teachers are generally very anxious to introduce physical training into their schools, but very often they have to complain of *stupid* and *stingy* responses from parents with reference to the matter. No doubt general appreciation of physical education is increasing in this country, and there is ample room for it.

4. Dr. Lewis' system has been introduced into the following schools and colleges.

[Here follows a list of 20 private schools.]

5. The apparatus for Dr. Lewis' system is very inexpensive (only 4*s.* for each pupil) and there is no reluctance to procure it on the part of parents who have brains enough to approve of their children taking gymnastics at all. Besides my own personal experience, being in the wealthier class of schools, the pecuniary objection would not often come to my notice.

6. Teachers are nearly always eager to introduce and continue the practice

of a sensible method of bodily exercises, and when they do not do this it is because they are defeated by the discouraging and blind indifference of *parents*. In my opinion this cannot be made too emphatic.

7. As to the size of room the larger the better, but by a little generalship in Dr. Lewis' system any room can be used for them to *practise* in which is large enough for them to *study* in.

8. There is only one "text book" on Dr. Lewis' system, and that is edited by myself and published by Tweedie at the above address. There are texts books for other systems, *e.g.*, Ling's, De Laspie's, &c. But texts books are of little worth save as an aid to the memory. The living teacher is necessary. I have no bigoted or exclusive feeling with reference to Dr. Lewis' system; but it is more perfectly adapted to the wants, especially of ladies' schools, than any other known to me, as it is light, simple, graceful, thorough, and attractive; and can be employed whenever pupils can move their arms and legs.

Evils consequent upon neglect of physical education.

9. The principal evils prevented or remedied are—

Stooping of the shoulders,
Unevenness „
Flatness and contraction of the chest,
Weakness of the back,
Spinal curvature,
Feeble circulation of the blood,
Feeble digestion,
Weakness of ankle,
Languor of step,
Excessive activity of the brain and nervous system,
Tendency to weakness of different bodily organs,
Disordered imagination (generally owing to liver complaint or dyspepsia),
Intellectual torpidity.

The success of gymnastics in reference to these points will depend on the permanence and regularity of practice, and also upon the fidelity with which pupils are kept from the abominations of bad air, tight lacing, bad food, and neglect of the bath.

10. I would have the education of the body begin and continue and end with the education of the rest of our nature, but young girls are peculiarly subject to the evils I here referred to, when they "put on long dresses," and ladyish airs, and are too dignified to get exercise in play.

11. In Dr. Lewis' system there is no danger, as it is not at all *acrobatic*. The only caution necessary is to stop as soon as there is any fatigue.

12. Ordinary governesses can be safely entrusted with the conduct of a class; whether they can *successfully* carry on such teaching will depend entirely on the energy, tact, vivacity, promptitude, and personal magnetism of each. There is vastly more required than a mechanical execution of bodily movements. A class needs to be roused, stimulated, and inspired into enthusiasm; then the hour spent in gymnastics will not be a heartless and weary routine, but a joy, an exhilaration, a sort of carnival of the whole nature, and a preparation for intellectual and moral exertion. This can scarcely be done by governesses who will come fagged and feeble to the work. The presence of a genial and cultivated gentleman teacher (not a shallow fop with a nimble foot nor an ignorant broken-down drill-sergeant), a gentleman of education, who can accompany his teaching of gymnastics, with familiar conversational lectures on the structure and functions of the body, and on the general laws of health—a gentleman respecting himself and commanding the respect of his fellow teachers and pupils, cannot be dispensed with.

Faithfully yours,
Moses Coit Tyler, M.A.

The following is part of a letter from the Lady Principal of a private school of the first grade in which I had an opportunity of seeing the "musical gymnastics" in use :—

"I think very highly indeed of the musical gymnastics, but am scarcely in a position to judge from actual experience whether they will do all Mr. Tyler asserts, as the system has only been at work amongst us for rather more

than a year, and has only been made compulsory on the elder girls half that time.

"I have, however, never before met with a system of callisthenics, at once so easy and so graceful, and therefore so suitable for girls. It is at the same time highly popular, and the girls take great interest in the lesson.

"Before Mr. Tyler came to us there was a difficulty in inducing the girls even to take the lesson at all, now they not only like it but would overdo it if not checked.

"I am sure the general introduction of 'musical gymnastics' into girls' schools would be a great benefit. Mr. Tyler's charges vary from half a guinea to a guinea per lesson, according to the distance. We find one lesson a week from him quite sufficient, as the girls can practise without him."

APPENDIX XIII.—ON THE TRAINING OF MISTRESSES FOR SECONDARY SCHOOLS BY THE HOME AND COLONIAL SCHOOL SOCIETY.

The Home and Colonial School Society was established in the year 1836, for the instruction of teachers, and for the improvement and extension of education on Christian principles. Until a recent period the efforts of the society were almost entirely directed towards the improvement of primary education, and the instruction and training of teachers for elementary schools. The importance and value of the work which the society has carried on in this branch of education is well known and appreciated in England and the colonies, and need not be here discussed.

Training of mistresses for girls' secondary schools.

It is not, however, so generally known that the society has recently taken up the question of secondary education on an extended scale, and is now making efforts to improve the quality of the female teachers in secondary schools. The means whereby the society is endeavouring to effect this improvement are chiefly :

(*a*) By giving to acting teachers and persons desirous of becoming teachers an opportunity of improving their knowledge of the subjects which they are required to teach.
(*b*) By instructing them in the theory of teaching.
(*c*) By giving them opportunities of practising the art of teaching in a mixed secondary school, held on the premises of the society.

Through these means a course of training is provided for governesses analogous to that provided for teachers in elementary schools. The fees charged for this training are ; for six months 20*l.* ; for 12 months 30*l.* These terms include board, lodging, and instruction. Books are paid for by the students themselves. Medicine is supplied by a dispensary, to which the payment is 2*d.* per week.

The following table, which gives some account of the students who were under training at the date of my visit to the institution, is interesting. I would particularly direct attention to the column which gives an account of the condition of the attainments of these students as ascertained by an admission examination. It will be observed that the training in few cases last more than 12 months, and in some cases not more than six months.

Home and Colonial Training Institution.

Non-Government Class for Governesses, &c.

January 1866.

1. Number.	2. Age.	3. Condition of Parent.	4. Time hitherto in this Department.	5. Time she will be under Training.	6. Future Destination.	7. Condition of Attainments as ascertained by Examination on entering.
1	16	Father deceased (hotel-keeper)	—	12 months	Non-Government School	Very moderate.
2	20	Father deceased	3 months	,, ,,	,, ,,	,,
3	28	Gentleman's servant	,, ,,	,, ,,	,, ,,	,,
4	20	Father deceased	,, ,,	,, ,,	,, ,,	Very moderate.
5	18	Missionary	—	,, ,,	,, ,,	Moderate.
6	16	Cab proprietor	12 months	,, ,,	,, ,,	Very moderate.
7	17	Farmer	6 ,,	6 ,,	Private School	Moderately fair.
8	17	Twine Manufacturer	—	12 ,,	,, ,,	Moderate.
9	16	Solicitor	12 months	6 ,,	,, ,,	Moderately fair.
10	17	Manufacturing chemist and druggist	8 ,,	12 ,,	,, ,,	Fair.
11	16	Father deceased (builder)	8 ,,	2 years	,, ,,	Moderately fair.
12	17	Clerk	—	12 months	,, ,,	Fair.
13	15	Father deceased (captain)	—	,, ,,	,, ,,	Moderate.
14	19	Quarry proprietor	12 months	3 ,,	,, ,,	,,
15	20	Farmer	11 ,,	6 ,,	Nursery Governess	Very moderate.
16	14	Traveller	—	2 years	,, ,,	Moderate.
17	16	Tailor	—	12 months	,, ,,	Very fair.
18	18	Brewer	—	,, ,,	Governess in a Family	Moderately fair.
19	27	Father deceased (publisher)	—	,, ,,	,, ,,	Fair.
20	21	Market gardener	11 months	6 ,,	,, ,,	Moderately fair.
21	18	Sailcloth manufacturer	11 ,,	12 ,,	,, ,,	Fair.
22	25	Retired General of Madras army	—	,, ,,	,, ,,	,,
23	30	Father deceased	—	1 month	Missionary } Sent by Female Education Society	,,
24	27	Clergyman of the Church of England	—	,, ,,	,, Sent by Church Missionary Society	,,
25	33	Father deceased	—	6 months	,,	,,
26	19	Father deceased (Independent)	—	,, ,,	Teacher at Bedford College	,,
27	15	Mechanic	—	12 ,,	Industrial School, Kennington	Moderate.
28	18	Farmer	—	,, ,,	To enter Government Class at Christmas	,,
29	19	Gas burner manufacturer	—	,, ,,	,, ,, ,,	Moderately fair.
30	17	Market gardener	12 months	,, ,,	,, ,, ,,	Moderate.
31	18	Carpenter	—	,, ,,	,, ,, ,,	,,
32	19	Solicitor's clerk	—	,, ,,	,, ,, ,,	,,
33	18	Printer	—	,, ,,	,, ,, ,,	,,
34	17	Father deceased (gardener)	—	,, ,,	,, ,, ,,	,,
35	17	Father deceased (boot and shoe maker)	2½ years	,, ,,	,, ,, ,,	,,
36	17	Commercial agent	—	,, ,,	,, ,, ,,	Moderately fair.
37	17	Master bricklayer	3 months	,, ,,	,, ,, ,,	,, ,,
38	17	Butcher	12 months	,, ,,	,, ,, ,,	Moderate.
39	15	Governor of Union	—	,, ,,	Not to teach. Sent for Education	,,
40	16	Schoolmaster	—	3 ,,	Uncertain	Very moderate.
41	15	Boat and ship builder	—	2 years	,,	Very fair.
42	14	Father deceased	8 months	12 months	,,	Moderate.
43	15	Carpenter and builder	—	,, ,,	,,	,,
44	18	Physician	—	2 years	Not to teach. Sent for Education	Very moderate.

APPENDIX XIV.—TABLES SHOWING THE RESULTS OF EXAMINATIONS IN GIRLS' SCHOOLS.

TABLE I. FIRST GRADE SCHOOL. RESULTS of PRELIMINARY EXAMINATION OF THE FIRST CLASS, 18 Girls (average Age 16 Years average Time in School 4½ Terms), in Spelling and Arithmetic. Paper XI.—"Immediately—Surprise." Papers I–IV. Average Number of Errors in Spelling, 2, and 12 Exercises (or ⅔ of the whole Number), free from Error. Average Number of Sums worked correctly, less than one ($\frac{13}{18}$) by each Girl.

Number.	Age on last Birthday.	Time in this School.	Number of Errors in Dictation Paper XI.	Handwriting.	Number of Sums correct in Papers I.–IV.	Observations.
1	20	10 terms	–	Fair	1	Only the first question answered correctly. The rest of the work full of Errors. Method very bad.
2	23	1 „	–	Fair	1	Ditto.
3	16	5 „	–	Good	2	—
4	14	11 „	–	Fair	1	Only able to answer the first question.
5	22	3 „	–	Bad	1	Ditto.
6	14	1 month	4	Fair	–	Ignorant of notation. Unable to do any of the paper.
7	13	2 weeks	–	Bad	–	Ditto.
8	12	8 terms	–	Good	1	In answering question 3, this pupil makes the dealer lose 167,154*l.* exactly. Ignorant of notation.
9	13	4 „	10	Good	–	Quite unable to do any of the paper.
10	16	4 „	3	Fair	–	Ditto.
11	18	3 „	4	Bad	2	—
12	15	2 weeks	0	Bad	–	Quite unable to do any of the paper.
13	14	10 terms	0	Good	1	Only able to answer the first question.
14	14	10 „	0	Good	1	Ditto.
15	17	3 „	0	Good	1	In answering question 3, this pupil makes the dealer gain 163,364*l.* 1*s.* 4*d.*
16	16	5 „	0	Fair	1	—
17	17	5 „	3	Fair	–	Several Sums attempted. Mistakes in every one of them. Method very bad.
18	14	2 weeks	12	Fair	–	Quite unable to do any of the paper.

TABLE II. SAME SCHOOL. EXAMINATION OF THE SECOND CLASS, 17 Girls, (average Age 14 Years, average Time in this School about 3½ Terms), in Arithmetic, on their Slates, according to the Fourth Standard of the Revised Code. Note—*they were unable to attempt the Work of the Fifth Standard* (see page 251), *from not knowing the Weights and Measures by Heart.* They had always been used to have a Book containing the Tables before them when working.

No.	Age.	Time in the School.	Number of Sums correct.
1	13	2 weeks	2
2	13	Do.	0
3	16	4 terms	0
4	14	2 months	0
5	12	1 term	0
6	15	7 terms	2
7	17	3 „	1
8	15	4 „	2
9	13	2 months	2
10	16	6 terms	0
11	13	2 „	1
12	14	3 „	1
13	12	7 „	3
14	14	7 „	1
15	14	5 „	0
16	15	6 „	1
17	13	4 „	2

The average number correctly worked was, therefore, scarcely more than 1 out of 3. The number which I require to be correct for a pass in an elementary school is 2 out of 3; only 6, therefore, of the above 17 young ladies would have passed.

TABLE III. EXAMINATION of a FIRST-GRADE GIRLS' SCHOOL.—A very favourable specimen.

The school had a triplex classification.

(*a*) for arithmetic. (*b*) for English. (*c*) for French.

(*a.*) There were four classes in arithmetic.

The first (highest) with two divisions (upper and lower) 16 girls.

The second professing arithmetic up to practice and proportion; 15 girls.

The third professing reduction, and the compound rules generally; 16 girls.

The fourth professing the compound rules in money; 20 girls.

The first class had preliminary papers I. II. III. IV. One hour and a half.

The second class had three questions, according to standard VI. of the Revised Code (see page 251).

The third class had three easy questions according to standard V.

The fourth class had three easy questions according to standard IV.

(*b.*) The first two classes according to the English classification were examined.

The first class took Paper XVIII. (history and geography, two hours, maximum 100 each); grammatical analysis of passage in Paper XI. The second class took the latter part of Paper XVIII. (history, one hour, maximum 100.) Dictation, Paper XI. "Immediately—Surprise." Grammatical parsing, Paper XI. words, "England—Great men." One hour allowed for dictation and parsing.

(*c.*) The first two classes according to the French classification were examined.

The first class (eight girls) had been reading Molière's Misanthrope; they had a passage from that play read to them for an exercise in French dictation; a passage from the play for translation on paper into English; critical and philological questions on the interpretation of six idiomatic phrases in the play (on paper); Paper IX. question 2 (English into French).

The second class (12 girls) had two easy sentences read to them for French dictation; a short French anecdote to translate into English; Paper IX. question two (English into French).

The following table gives the result of the examination in English and French; and that of the two higher classes in arithmetic.

Examination in Arithmetic.									Examination in English.								Examination in French.					
No.	Age.	Terms.	Class.	Division.	Paper.	Tried.	Right.	Observations.	Class.	100 Geography.	100 History.	No. of Errors in Dictation.	Grammar.		Handwriting.	Spelling.	Class.	Errors in Dictation.	Translation.	Critical Questions.	Grammar.	Observations.
													Analysis.	Parsing.								
1	16	4½	I.	I.	I.	8	7	Very well worked. She only fails in the 2nd part of question 2, otherwise perfectly correct.	I.	40	35	–	Fail.	–	Good	Good	I.	3	Good	Fair	Bad	
2	15	9	„	II.	II.	7	1	The 3rd question and the bill wrong.	„	15	15	–	„	–	Bad	Fair	II.	3	[f] Bad	–	Bad	[f] Where this mark is given positive mis-renderings occurred. Most of the translations were loose and inaccurate. See Observation [g]. Where Good is given they were superior in style.
3	15	18	„	„	III.	4	2	Ditto - - -	„	20	23	–	Bad	–	Good	Good	I.	9	Fair	Fail.	Bad	
4	16	13	„	„	IV.	7	4	The 3rd question and the bill both right.	„	30	40	–	Fair	–	Bad	Good	„	2	Fair	Fair	Good	
5	13	8½	„	„	I.	3	1	3rd question wrong. Bill not tried.	„	35	48	–	Fail.	–	Fair	Good	II.	3	„	–	Fair	
6	14	15	„	„	II.	4	0	Notation bad. 3rd question and bill wrong.	„	45	25	–	„	–	Fair	Good	„	3	Bad	–	„	
7	17	9½	„	„	III.	4	0	Ditto - - -	„	–	25	–	„	–	Bad	Good	„	6	Fair	–	„	
8	17	6½	„	„	IV.	6	3	3rd question wrong. Bill right	„	30	12	–	Bad	–	Fair	Good	I.	7	Bad	Fail.	Fair	
9	17	12	„	„	I.	4	2	A fair attempt at the 2nd part of No. 2. 3rd question and one item in bill wrong.	„	50	0	–	„	–	Good	Good	„	3	„	Bad	„	
10	16	6½	I.	I.	II.	8	5	3rd question and bill both right	„	90	70	–	Good	–	Good	Good	„	0	Good	[e] Good	Good	[e] This was the only attempt to explain the literal grammatical, and hence the derived meanings of the phrases in Molière. It was very poor and imperfect, but still it was an attempt. Where the mark is "Fair" the English of the phrase was given.
11	18	4½	I.	II.	III.	7	5	A fair attempt at the 2nd part of No. 2. 3rd question wrong. Bill right.	„	–	0	–	Bad	–	–	–	„	2	„	Fail.	Bad	
12	18	4	„	„	IV.	5	2	Bill right. 3rd question wrong	„	10	0	–	Fail.	–	Bad	Fair	–	–	–	–	–	
13	15	1	„	„	I.	4	3	Ditto - - -	„	15	25	–	„	–	Bad	Good	II.	4	Bad	–	Bad	
14	14	2½	„	„	II.	4	1	3rd question and 5th wrong -	II.	–	20	13	–	[d] Fail.	Bad	Very bad.	–	–	–	–	–	
15	15	4½	„	„	III.	4	1	Ditto - - -	I.	20	5	–	Fail.	–	Fair	Fair	–	–	–	–	–	
16	16	9½	„	„	IV.	5	2	3rd question right. Bill wrong	„	35	45	–	Bad	–	Fair	Fair	II.	6	Fair	–	Bad	
17	15	1½	II.	–	–	2	2	Could not do practice - -	„	15	30	–	Fail.	–	Bad	Fair	„	2	„	–	„	[d] Remarkably, an adverb of remarkability, modifying defishent.
18	16	13	„	–	–	3	2	Practice attempted, but wrong -	„	35	15	–	„	–	Good	Good	„	10	Bad	–	Fair	
19	15	9	„	–	–	2	2	Practice not attempted -	II.	–	35	2	–	Good	Bad	Good	–	–	–	–	–	
20	16	5½	„	–	–	3	3	All well done - - -	I.	40	0	–	Fail.	–	Bad	Good	–	–	–	–	–	
21	15	6	„	–	–	2	2	Practice not attempted -	„	10	0	–	Bad	–	Very bad.	Bad	II.	7	Bad	–	Bad	
22	14	1½	„	–	–	2	2	Ditto - - -	II.	–	40	0	–	Good	Good	Good	„	3	Fair	–	Fair	
23	14	15½	„	–	–	2	2	Practice attempted, but wrong in working and method.	„	–	30	3	–	Fair	Fair	Fair	–	–	–	–	–	
24	14	10½	„	–	–	2	2	Practice not attempted -	„	–	40	7	–	Fail.	Bad	Fair	–	–	–	–	–	
25	14	2½	„	–	–	2	2	Ditto - - -	„	–	30	0	–	Good	Bad	Good	–	–	–	–	–	
26	13	1½	„	–	–	2	2	Ditto - - -	„	–	35	0	–	Good	Fair	Good	–	–	–	–	–	

27	13	1½	II.	–	–	2	2	Practice not attempted -	II.	–	25	5	–	Good	Bad	Fair	–	–	–	–	–	[a] Edward I. was son of Edward IV. He was born at Canavavan Castle in Wales. There was a battle between the English and the Welsh, but the English where victorious. He died a very shocking death in the night, nothing was heard but shreiks; and the next day the people were called to look upon the face of their king. His fate was like that of Richard 1st.
28	18	2½	„	–	–	2	2	Ditto - - -	„	–	20	7	–	Fair	Very bad.	Fair	–	–	–	–	–			
29	15	2½	„	–	–	2	1	Ditto, and the bill wrong -	–	–	–	–	–	–	–	–	–	–	–	–	–			
30	14	7½	„	–	–	2	1	Ditto ditto - -	„	–	45	2	–	Bad	Good	Good	II.	2	Bad	–	Bad			
31	13	12½	„	–		2	1	Ditto ditto - -	„	–	30	1	–	Bad	Bad	Fair	–	–	–	–	–			
32	16	4						Mistress remarks "Been several years abroad; education much neglected."	I.	5	0	–	–	–	Very bad.	Fair	–	–	–	–	–			
33	14	1						- - - -	II.	–	10	12	–	Fail.	Very bad.	Very bad.	–	–	–	–	–			
34	14	5						- - - -	„	–	15[a]	14	–	[b]Fail-	„	„	–	–	–	–	–	[b] Men is in the objective case after the adverb great.		
35	15	4						Mistress remarks "Hopelessly stupid."	„	–	0	8	–	Fail.	Fair	Bad	–	–	–	–	–			
36	15	4						- - - -	„	–	10	5	–		„	Fair	–	–	–	–	–			
37	14	1	For Results of Arithmetic in					- - - -	„	–	5[c]	14	–	Very bad.	Bad	Very bad.	–	–	–	–	–	[c] Thomas à Becket was a poor man, but Hen. II. made him a Pope.		
38	14	3	Classes III–IV. See below.					Ditto "From Australia; much neglected."	„	–	10	13	–	Fail.	Bad	Very bad.	–	–	–	–	–			
39	14	4						Ditto "Same as No. 32" -	„	–	10	12	–	Fail.	„	„	–	–	–	–	–			
40	14	10						Ditto "Under the lowest standard in mental capacity."	„	–	85	0	–	Fair	Fair	Good	II.	4	Bad	–	Bad	Edward I. was a very brave man; consequently he was very much licked by his subjects.		
41	15	4						- - - -	„	–	0	2	–	Bad	„	Fair	–	–	–	–	–			
42	13	3						- - - -	„	–	90	1	–	„	„	Good	–	–	–	–	–			
43	12	7½						- - - -	„	–	15	2	–	„	„	Fair	–	–	–	–	–			
44	14	4						- - - -	„	–	15	2	–	„	Good	„	–	–	–	–	–			
45	14	1						- - - -	„	–	25	1	–	Fair	Fair	Good	–	–	–	–	–			
46	17	12						- - - -	„	–	–	–	Fail.	–	–	–	I.	7	[g]Bad	Fail.	Bad	[g] The translation was very loose, *e.g.*, La pâle est à jasmins en blancheur comparable was translated, "The pale one is compared to the white jessamine." There were also positive misrenderings.		

STATISTICS OF THE ABOVE TABLE.

Arithmetic. Sixteen girls in Class I., of an average age of 15¾ years, and having been on an average eight terms (or 2⅞ years) in the school, out of eight sums set in Papers I–IV., tried on average 5¼ each, and worked 2 7/16 each right. Class II. Fifteen girls, average age 14⅝ years, average time in school six terms (or two years), having three sums each set them in Standard VI., Revised Code, got an average of 1 13/15 right. These results, though far from satisfactory, are, as compared with other girls' schools which I examined, extremely creditable.

Geog. The first English Class, 21 girls, obtained on an average a little less than 28½ marks each out of 100, *i.e.*, rather more than ¼ of the maximum. This result is very poor.

Hist. Class I. (the same girls) obtained on an average, viz., 22 marks each out of 100, or less than ¼ of the maximum. Class II., 24 girls, obtained on an average 26⅔ marks out of 100, or rather more than ¼ of the maximum.

Dictation. French, Class I., eight girls, in writing six lines of Molière from dictation, had on an average 4⅛ errors each. *One was free from error.*

Euclid. Class II., 24 girls, had an average of 5¼ errors each; four were free from error. This is an unsatisfactory result in spelling.

The following Table shows the result of the examination of class III. and IV. in arithmetic.

TABLE IV.—RESULTS of ARITHMETIC in CLASSES III.–IV.

No.	Class.	Age.	Time in School.	Result.	Total Right.
1	III.	12	3 years - -	111	3
2	,,	13	2 ,, - -	000	0
3	,,	14	4 terms - -	000	0
4	,,	13	2 ,, - -	011	2
5	,,	12	2 years - -	011	2
6	,,	14	4 terms - -	000	0
7	,,	15	4 ,, - -	000	0
8	,,	13	1 ,, - -	000	0
9	,,	15	1 year - -	000	0
10	,,	16	4 terms - -	010	1
11	,,	14	10 ,, - -	010	1
12	,,	15	4 ,, - -	010	1
13	,,	13	1 ,, - -	011	2
14	,,	15	4 ,, - -	111	3
15	,,	13	2 ,, - -	110	2
16	,,	13	2 ,, - -	110	2
17	IV.	13	2 years - -	000	3
18	,,	13	1 ,, - -	001	1
19	,,	12	5 terms - -	101	2
20	,,	13	1 ,, - -	001	1
21	,,	12	2 ,, - -	001	1
22	,,	12	8 ,, - -	101	2
23	,,	12	3 ,, - -	000	0
24	,,	11	3 ,, - -	101	2
25	,,	12	8 ,, - -	000	0
26	,,	11	4 ,, - -	000	0
27	,,	10	2 ,, - -	000	0
28	,,	14	4 ,, - -	100	1
29	,,	14	3 ,, - -	000	0
30	,,	10	3 ,, - -	100	1
31	,,	10	2 ,, - -	100	1
32	,,	11	1 ,, - -	000	0
33	,,	13	1 ,, - -	000	0
34	,,	11	9 ,, - -	010	1
35	,,	12	1 ,, - -	100	1
36	,,	12	5 ,, - -	100	1

From this Table it appears : (1.) That in class III. of this school 16 girls of the average age of (about) $13\frac{3}{4}$ years, and having been on the average rather more than four terms (or $1\frac{1}{3}$ years) in the school, attempted three sums, the work of the 4th Standard R. C. (easy and on slates instead of paper), with an average number right of $1\frac{3}{16}$ sums each. That the reduction was done right in 5 minutes by only four girls out of the 16, the addition in 5 minutes by only 10 girls, and the multiplication in 7 minutes by only five girls out of the 16. This is the best specimen I have yet seen of the working of arithmetic in the middle classes of a girls' school, but I should regard it as a most unsatisfactory result in a N. S. or a B. S. for girls of two or even three years younger.

(2.) That in class IV. of this school 20 girls of the average age of (about) 12 years, and having been on the average about $3\frac{1}{2}$ terms

(or one year) in the school, attempted three sums, the work of the 4th Standard R. C. (on slates instead of paper) with an average number right of $\frac{9}{10}$ of a sum each. That the addition was done right in 5 minutes by only eight girls out of the 20, the multiplication in 7 minutes by only one, the division in 5 minutes by six girls. This work is about the same as what I have generally found in middle class girls' schools, but I should regard it as very unsatisfactory in a N. S. or B. S. for girls of two years younger.

Tables V. and VI. *Examination of pupils in Queen's College in preliminary subjects.*

All the pupils in Queen's College, aged from 14 to 18 years took the preliminary papers I. II. III. IV. in arithmetic. (See Appendix I.) The same pupils also took the preliminary paper VIII., having a choice between Latin English, or French grammar, but being required to take only one of the three.

The following table gives the results obtained in the case of 74 girls who were examined in elementary arithmetic, and of 73 who were examined in elementary grammar. I have commented on these, along with other results, in my general report, page .

TABLE V.—RESULTS of the EXAMINATION of 74 GIRLS in ARITHMETIC. Papers I.–IV. Ages 14 to 18. Time $1\frac{1}{2}$ hour.

Number.	Pupil's Age.	Which Paper taken.	Number of Sums attempted.	Number correctly worked.	Observations.
1	16	II.	6	4	Sound and good, as far as it goes.
2	14	III.	6	$1\frac{1}{3}$	——
3	17	IV.	8	8	This was a really good paper, worked in very good style, neat and judicious in method, and correct in results.
4	16	II.	8	3	——
5	17	III.	3	1	——
6	15	IV.	8	$4\frac{1}{3}$	Clever, but careless.
7	15	II.	2	0	Thoroughly ignorant.
8	16	IV.	2	0	Unable to answer the first question. Has 2 errors in working question 5 (the bill).
9	15	III.	4	3	——
10	17	II.	7	2	——
11	16	IV.	7	$5\frac{1}{2}$	Sound and good, as far as it goes.
12	17	III.	6	$2\frac{1}{2}$	——
13	15	II.	6	$3\frac{1}{2}$	——
14	16	III.	3	0	——
15	16	IV.	7	$3\frac{1}{2}$	——
16	17	II.	6	2	——
17	17	III.	1	0	Unable to answer the first question. Has 2 errors in working question 5.
18	15	IV.	2	0	Unable to answer the first question. Has 3 errors in working question 5.
19	15	IV.	5	$1\frac{1}{2}$	——
20	15	II.	3	0	Unable to answer the first question, Has 4 errors in working question 5.
21	16	III.	3	0	——
22	17	IV.	4	2	——
23	15	II.	6	1	The first question right; the rest full of errors. Has 4 items out of 6 wrong is the fifth question (the bill).

TABLE V.—*continued.*

Number.	Pupil's Age.	Which Paper taken.	Number of Sums attempted.	Number correctly worked.	Observations.
24	15	IV.	3	0	Thorough ignorance.
25	14	I.	3	1	——
26	16	II.	4	2	This pupil worked question 3 correctly. Only one other pupil did so.
27	14	I.	3	0	The first question was answered thus—17,1226. 5 items out of 7 in question 5 (the bill) were incorrect.
28	14	III.	2	0	Unable to answer the first question. Two items in the bill incorrect.
29	15	I.	7	3	——
30	15	IV.	4	2	——
31	17	II.	4	2	——
32	16	III.	3	2	——
33	15	I.	6	$2\frac{1}{2}$	——
34	15	IV.	3	0	——
35	17	IV.	3	1	——
36	14	II.	3	0	——
37	15	I.	5	1	——
38	17	IV.	6	1	Answer to question 3—"The dealer lost 15,177*l.* 4*s.* 3*d.*" 4 items in question 5 (the bill) incorrect.
39	15	III.	4	1	Answer to the first question—18,2010,20. Note the pointing.
40	16	II.	3	0	Answer to the first question—20,2012. Note the pointing. Answer to the 2nd question—One million, five hundred and seven.
41	17	II.	3	1	The items in question 5 (the bill) are correct; but it is incorrectly summed up.
42	17	III.	3	1	4 items out of 6 wrong in question 5.
43	15	IV.	2	0	Unable to answer the first question (in notation). Every item in question 5 (the bill) incorrect.
44	17	I.	3	0	——
45	16	II.	2	0	4 items out of 6 incorrect in question 5.
46	15	III.	4	0	Ditto.
47	15	IV.	4	1	Answer to question 3—The dealer loses 51,734*l.* 17*s.* 10*d.* 4 items wrong in question 5.
48	14	II.	3	1	——
49	14	I.	6	2	——
50	14	III.	4	1	Answer to first question (notation) incorrect. 5 items in question 5 incorrect.
51	15	I.	2	0	Unable to answer first question correctly.
52	16	IV.	2	0	Ditto.
53	16	I.	3	0	Ditto.
54	16	II.	4	2	——
55	15	I.	4	1	——
56	17	I.	4	0	——
57	15	I.	3	0	——
58	14	III.	3	2	——
59	15	I.	4	1	This pupil answers question 3 correctly; only one other does so. Her notation, however, is incorrect in first question.
60	16	I.	5	0	Notation very incorrect. 2 items in question 5 incorrect.
61	17	IV.	6	1	——
62	14	III.	3	0	Answer to first question—18,2,10,20. Observe the pointing. Every item in the bill (question 5) incorrect.

TABLE V.—*continued.*

Number.	Pupil's Age.	Which Paper taken.	Number of Sums attempted.	Number correctly worked.	Observations.
63	16	I.	4	0	Unable to answer the first question. Every item in question 5 incorrect.
64	14	I.	4	1	The items in the bill are correct, but it is incorrectly added up.
65	14	II.	4	1	——
66	15	III.	3	0	Unable to answer the first question correctly.
67	14	I.	4	0	Ditto.
68	15	I.	2	0	——
69	15	III.	2	0	The questions attempted are (1) and (4). Answer to (1) — 180000,200,10,00,20. Observe the pointing.
70	14	I.	1	0	The question attempted is 5 (the bill); 5 items out of the 7 are incorrect.
71	14	IV.	2	1	Answer to the first question—190000,800, 9000,810. Every item in question 5 (the bill) wrong, and lb. put as the symbol for pounds sterling.
72	14	I	1	0	The question attempted is (1). Answered thus — 170000,1200,200,6. Note the pointing.
73	15	III.	7	3	——
74	15	I.	4	1	——

Summary of the foregoing Table.—Seventy-four pupils took these papers, having $1\frac{1}{2}$ hour allowed for working them. Their average age was about $15\frac{1}{2}$ years. They attempted, in the time allowed, on an average, each nearly four sums. They each worked, on an average, rather less than $1\frac{1}{5}$ correctly. A large number were unable to answer the first question (in notation) correctly. Only two out of the 74. succeeded in working the third question correctly.

TABLE VI.—Results of the Examination of 73 Girls in Grammar Paper VIII. Maximum 100. Time $1\frac{1}{2}$ hours.

No.	Age.	Terms in College.	Which language selected.	No. of Marks.	Observations.
1	15	$19\frac{1}{2}$	English	53	A very fair paper. The analysis and Question 5 were failures.
2	15	$17\frac{1}{2}$	„	46	
3	16	$2\frac{1}{2}$	French	66	A good paper, except that parsing is incorrect, and no attempt is made at analysis.
4	14	$1\frac{1}{2}$	„	33	
5	17	$4\frac{1}{2}$	„	40	Very incorrect in Question 2. Parsing also incorrect, and analysis.
6	16	$11\frac{1}{2}$	„	38	"Vous disez," vous faisez," nous venerons," &c. parsing very bad, and analysis a failure.
7	17	$5\frac{1}{2}$	English	16	
8	15	5	„	50	A very fair paper.
9	15	$5\frac{1}{2}$	French	23	
10	16	$16\frac{1}{2}$	„	32	A very incorrect paper. Parsing and analysis incorrect.

TABLE VI.—*continued.*

No.	Age.	Terms in College.	Which language selected.	No. of Marks.	Observations.
11	17	11½	English	41	
12	17	10½	„	29	
13	16	10½	„	51	Parsing and analysis incorrect. Question 5 a failure; otherwise good.
14	17	4½	„	14	
15	15	4½	„	19	
16	16	5½	„	25	
17	16	8½	„	47	Analysis and parsing incorrect; otherwise very fair.
18	17	4½	„	27	
19	15	8½	„	16	
20	18	2½	French	22	
21	17	3½	„	46	
22	16	7½	„	34	
23	15	8½	„	5	
24	16	5½	„	16	
25	18	5½	„	16	
26	17	5½	„	29	
27	15	4½	„	21	
28	16	5½	„	44	The parsing incorrect. The analysis well done. Question 5 not attempted.
29	15	1½	English	25	
30	14	5½	„	22	
31	17	2½	French	24	
32	15	5½	Latin	11	
33	15	1½	„	14	
34	17	7½	English	28	Parsing and analysis a failure.
35	16	6½	„	30	
36	15	5½	„	45	Analysis incorrect and imperfect; otherwise a fair paper.
37	17	2½	„	19	
38	17	3½	English	12	Handwriting very bad. Parsing very incorrect. Analysis not attempted.
39	17	1½	French	29	
40	14	5½	English	16	
41	15	6	„	24	
42	15	1½	„	6	
43	15	6½	„	39	
44	17	1½	„	6	
45	17	2	French	19	
46	15	1½	English	0	
47	17	1½	„	0	Writing, spelling, and general intelligence very low.
48	17	2½	French	49	This paper showed some intelligence. The parsing, however, was incorrect and imperfect, and the analysis moderate. The attempt to answer Question 5 was a failure.
49	16	5½	English	1	An entire failure. Writing, spelling, composition, grammatical knowledge, all very bad.
50	15	1½	French	18	
51	14	4½	„	5	Parsing very incorrect. Question 2 very incorrectly answered — *e. g.* "Je disai," "Je verai."
52	14	5	„	35	Several mistakes in Question 2. Parsing imperfect and incorrect; analysis the same.
53	14	½	English	14	
54	15	5½	„	15	Parsing very incorrect. Analysis a failure.
55	15	5½	„	12	Spelling and handwriting bad. Parsing very incorrect. Analysis a failure.

TABLE VI.—*continued.*

No.	Age.	Terms in College.	Which Language selected.	No. of Marks.	Observations.
56	16	$1\frac{1}{2}$	„	15	
57	15	$\frac{1}{2}$	„	14	
58	15	$2\frac{1}{2}$	„	25	
59	14	$2\frac{1}{2}$	„	25	
60	15	$3\frac{7}{8}$	„	20	
61	16	$2\frac{1}{2}$	„	58	A creditable paper.
62	17	$2\frac{1}{2}$	„	63	This was the best English grammar paper. The analysis was a failure. The parsing fairly correct. Handwriting bad.
63	14	$\frac{1}{2}$	„	5	
64	16	3	„	2	Analysis an entire failure. Q. 2. Good, gooder, goodest. Q. 1. By adding *s*, as church, churches; box, boxes; gentleman, gentlemen.
65	14	$1\frac{1}{2}$	„	5	Analysis and parsing both hopelessly wrong.
66	15	$1\frac{1}{2}$	„	5	Analysis, parsing, declension of verbs, quite wrong. "Adam was the best man of men since born.
67	14	$\frac{1}{2}$	„	10	
68	14	$1\frac{1}{2}$	„	15	
69	15	$2\frac{1}{2}$	„	1	Spells grieve throughout as "greive."
70	15	$2\frac{1}{2}$	„	13	
71	14	$2\frac{1}{2}$	„	9	
72	14	$\frac{1}{2}$	„	4	Total ignorance.
73	14	$\frac{1}{2}$	„	3	Ditto ditto.

Summary of the foregoing Table.—These papers showed, generally, much want of accuracy, and also a great lack of power to explain the reasons for corrections of grammatical errors. The analysis is never satisfactorily done either in French or English, and there is much incorrectness in the declensions and inflections of verbs. Only two pupils attempted Latin, and they were quite unable to answer the paper. 22 pupils chose French grammar. Their average age was 16, and their average time in the college five terms. 49 chose English grammar. Their average age was about $15\frac{1}{2}$, and their average time in the college four and a half terms. Their answers showed, generally, want of accuracy and soundness in the teaching of the elementary parts of French and English grammar. The average age of the whole 73 was about $15\frac{1}{2}$ years, and their average time in the college about four and a half terms.

TABLE VII.—Examination of Pupils in *Queen's College School.*

The 30 pupils were examined in writing and arithmetic according to the first five standards of the Revised Code (See page 251). None of them were able to take the 6th Standard, not being sufficiently advanced in arithmetic.

The following Table gives the work of the 2nd, 3rd, 4th, and 5th Standards in writing, spelling, and arithmetic. Eight lines of dictation (Paper XXI.) were given to Standards III., IV., V., and eight lines of transcription to Standard II. Three sums were given in each standard.

TABLE VII.

No.	Age.	Time in School.	Standard.	Quality of Handwriting.	Errors in Dictation or Trans-cription.	Number of sums worked correctly.
1	13	3 years, 2 terms	V.	Good.	2	2
2	12	3 „ 2 „	„	„	1	3
3	14	0 „ ½ „	„	„	4	0
4	13	1 „ 3 „	„	„	5	2
5	12	3 „ 2 „	„	„	0	2
6	13	3 „ 2 „	„	Very fair.	4	2
7	13	1 „ 2 „	IV.	Fair.	6	0
8	10	1 „ 2 „	„	Good.	4	1
9	11	1 „ 2 „	„	Very fair.	2	3
10	12	0 „ ½ „	„	Fair.	1	3
11	11	1 „ 2 „	„	„	1	2
12	11	0 „ 2 „	„	Fair.	1	3
13	11	2 „ 2 „	„	„	2	2
14	13	1 „ 2 „	„	Very fair.	3	1
15	13	1 „ 2 „	III.	Moderate.	0	0
16	12	0 „ 1 „	„	Bad.	4	0
17	14	0 „ 1 „	„	Moderate.	5	2
18	13	1 „ 2 „	„	„	5	0
19	9	—	II.	Fair.	3	3
20	10	—	„	Very good.	2	1
21	10	—	„	„	1	3
22	11	—	„	Moderate.	1	2
23	12	—	„	Good.	0	3
24	11	—	„	Fair.	6	3
25	12	—	„	„	1	3
26	11	—	„	Moderate.	0	3

From this Table it appears that 18 pupils of the average age of more than 12 years, examined in eight easy lines of dictation had an average of not quite three errors each, and that the 26 pupils examined had an average of less than two sums correct. The standards in which they were examined were very low for their age. This was rendered necessary by their backwardness in arithmetic.

TABLE VIII.—*Examination of Pupils in Bedford College.*

Papers II. III. IV. were worked by 31 pupils in the college between the ages of 14 and 18. The following Table shows the result of that examination :—

TABLE VIII.—Papers II.–IV. 31 Girls, aged 14–18.
Time, $1\frac{1}{2}$ hour.

Number.	Pupil's age.	Time in the College.	Which paper taken.	Number of sums attempted.	Number worked correctly.	Observations.
1	15	$3\frac{1}{2}$ terms	II.	5	1	Only the first question (notation) correct.
2	17	$8\frac{1}{2}$ „	III.	5	2	The second question very well answered; but the third and fifth incorrect.
3	17	$1\frac{1}{2}$ „	IV.	5	4	Sound and good as far as it goes.
4	16	$2\frac{1}{2}$ „	II.	6	5	Some clear and clever work.
5	17	$2\frac{1}{2}$ „	III.	6	2	
6	16	$1\frac{1}{2}$ „	IV.	5	1	Only the first question (notation) correct.
7	16	$1\frac{1}{2}$ „	II.	3	2	
8	18	$2\frac{1}{2}$ „	III.	5	2	
9	15	4 weeks	II.	3	1	
10	18	$8\frac{1}{2}$ terms	IV.	6	2	Unsatisfactory. Very incorrect.
11	16	$1\frac{1}{2}$ „	III.	3	1	
12	18	$11\frac{1}{2}$ „	III.	6	5	Sound. Questions 3 and 5 correctly and well done.
13	15	$1\frac{1}{2}$ „	II.	6	4	Sound and satisfactory work. Question 3 correct.
14	18	$2\frac{1}{2}$ „	IV.	6	3	
15	16	$2\frac{1}{2}$ „	III.	5	2	
16	16	$2\frac{1}{2}$ „	II.	7	6	Good work. Question 2 well answered. Questions 3 and 5 correct.
17	16	$5\frac{1}{2}$ „	II.	7	4	Sound work. The errors trifling.
18	15	$2\frac{1}{2}$ „	IV.	3	0	Very unsatisfactory. The notation wrong.
19	16	$1\frac{1}{2}$ „	II.	4	0	Ditto.
20	17	$6\frac{1}{2}$ „	III.	4	3	
21	16	$2\frac{1}{2}$ „	IV.	3	0	Very unsatisfactory. All the items in question 5 (bill) incorrect.
22	16	$4\frac{1}{2}$ „	II.	6	3	Question 3 very badly done.
23	15	$1\frac{1}{2}$ „	III.	3	1	
24	18	$8\frac{1}{2}$ „	II.	6	5	Sound work. Question 2 well explained. Questions 3, 5, correct.
25	17	$5\frac{1}{2}$ „	IV.	6	3	
26	17	$5\frac{1}{2}$ „	III.	6	4	
27	16	$2\frac{1}{2}$ „	II.	5	4	Sound as far as it goes.
28	17	2 „	IV.	5	1	
29	14	$2\frac{1}{2}$ „	III.	4	0	Very unsatisfactory. Notation incorrect.
30	15	$2\frac{1}{2}$ „	II.	4	2	Notation incorrect.
31	16	$5\frac{1}{2}$ „	IV.	7	4	Sound work. Errors trifling.

Summary.—This is, on the whole, compared with the work in other boys' and girls' schools, very creditable work. The average age of these pupils was 16 years. Their average time in the college was $3\frac{2}{3}$ terms. They tried, on an average, 5 sums out of 8 in $1\frac{1}{2}$ hour, and got on an average, $2\frac{1}{2}$ right. There was more understanding of principles and more power of working successfully through a lengthy statement put in a novel way, such as question 3, than generally found in secondary schools.

TABLE IX.—Examination of Pupils in the *School of Bedford College in arithmetic.* Papers II. III. IV. One hour and a half.

Number.	Age last Birthday.	Time in the School.	Paper.	Number of sums attempted.	Number worked correctly.	Observations.
1	14	8 terms	II.	3	2	
2	15	1 „	III.	5	2	
3	15	10 „	IV.	5	4	Sound.
4	14	3 „	IV.	2	1	
5	15	2 „	III.	3	1	
6	14	5 „	IV.	3	1	
7	16	2 „	III.	3	0	Very ignorant, notation wrong, &c.
8	15	10 „	II.	2	0	Ditto.
9	16	2 „	III.	4	0	Ditto.
10	12	7 „	IV.	3	1	
11	15	8 „	III.	2	1	
12	14	4 „	II.	4	2	
13	16	6 „	III.	3	0	Ignorant.
14	13	4 „	IV.	4	0	Ditto.
15	13	4 „	III.	3	0	Ditto.
16	15	6 „	III.	4	1	
17	14	6 „	IV.	5	0	Very ignorant, notation wrong. No. 3 and 5 wrong.
18	12	4 „	IV.	3	2	
19	14	4 „	IV.	4	2	
20	15	6 „	II.	4	2	Number 5 correct.
21	14	11 „	IV.	3	2	Sound as far as it goes.
22	14	4 „	II.	3	1	
23	14	5 „	IV.	4	1	
24	12	2 „	III.	3	1	
25	14	5 „	II.	4	1	
26	14	5 „	IV.	6	3	
27	14	7 „	III.	4	2	Incorrect.
28	15	5 „	III.	4	1	
29	14	9 „	IV.	4	1	
30	14	6 „	II.	5	2	
31	16	10 „	III.	4	1	

Summary.—From this Table it appears that 31 pupils of the average age of 14 years, and having been in the school on an average five terms, attempted in $1\frac{1}{2}$ hour on an average $3\frac{2}{3}$ of the 8 sums contained in the preliminary papers, and worked on an average $1\frac{1}{4}$ each correctly.

TABLE X.—Examination of a Private Girls' School. First grade.

The first class, 31 girls, average age 16 years, average time in this school 12 terms, took Paper XXVIII. The following Table shows the result. The numbers do not denote the pupils' order in the class, but simply the order in which the papers happened to be revised.

No.	Translation. Maximum 80.	Analysis. Maximum. 20.	Observations.
1	20	10	
2	20	—	Several false concords.
3	30	10	
4	40	—	
5	10	—	Translation quite beyond her power.
6	40	5	Several false concords.
7	60	15	Grammatically correct, and fairly idiomatic.
8	10	10	Translation quite beyond her power.
9	40	—	Creditable for her age.
10	20	5	Spirited, but full of grammatical errors.
11	30	0*	
12	20	5	Full of grammatical errors.
13	15	0	False concords, and false inflections of verbs.
14	20	0	Several false concords.
15	10	—	Mistakes showing ignorance of conjugations of verbs.
16	30	15	False concords, &c.
17	40	5	
18	20	0	Many grammatical errors,
19	60	—	One of the best.
20	30	—	
21	25	10	
22	20	15	Several grammatical errors.
23	10	10	One of the worst.
24	70	18	One of the best.
25	30	0	
26	20	15	Full of grammatical errors.
27	25	—	
28	20	0	Full of grammatical errors.
29	20	—	
30	15	10	Full of grammatical errors.
31	15	—	,, ,,

* Marked 0 where such radical mistakes as putting object for subject, and the like occur.

APPENDIX XV.—DOCUMENTS ILLUSTRATING THE EDUCATIONAL CONDITION AND HISTORY OF PUPILS IN A FIRST GRADE SCHOOL.

Through the kindness of a lady of much experience in girls' education I am favoured with the following most interesting table, which gives an account of the previous education of 24 pupils consecutively admitted into an excellent first grade school in London, and of the results of that education as ascertained by the admission examination.

The same lady has furnished me with some statements written by several of these pupils, in which they give an account of the course of their own education before they came to this school. These original statements seem to me to be peculiarly interesting. I subjoin four of them.

No.	Age last birthday	Occupation and Circumstances of parent.	Previous Education.	Actual State on coming here. Result of former teaching.	General Observations.
1	19	Dissenting minister; poor.	Day school, 6–9; taught by mother, 9–11; German school, 11–13; governess, 13–14; English school, 14–16; Kintergarten, 16–19; (as pupil, then teacher).	- - -	Dull. To be a teacher.
2	14	Lawyer	At home with governess till 11; at a day school 3 years, 11–14	Well taught - -	Mind bright.
3	14	Doctor -	At home with governess till 10; at a day school 4 years, 10–14	Well taught - -	Intelligent parents; mind bright.
4	15	Literary man.	At home, taught by sister; with short intervals at day schools till 13; at a day school 13 15	Well taught - -	Mind bright. Has a scholarship.
5	18	Dissenting minister; poor.	At home, taught by father who had a day school for boys and girls together; came here at age of 17.	Very well grounded in English, Latin, and mathematics. No French, because no French teacher near her home.	Slow steady worker. Knew a good deal.
6	17	Father dead; mother keeps a ladies' school.	Educated at home in mother's school for 10 years.	Imperfectly taught and trained. Spelling bad.	Quick and bright. To be a teacher.
7	15	Dead; was well off.	At day school, 7–8; boarding school in France, 8–9; boarding school in England where learnt "all the branches" 9–15.	Knows French well. In arithmetic had done "proportion," but not "fractions." Could not tell what was $\frac{1}{3}$ of £1.	
8	19	Accountant; well off.	Governess at home till 13; day school, 13–15; at home out of health and without teaching, 15–19.	Poorly taught - -	Came here to begin work again by her own desire.
9	15	Country banker	At day school from 8–11; at home, taught by a sister with some other pupils, 11–15.	Fairly taught - -	Family intelligent; mind bright.
10	15	Farmer; well off.	Day school for boys and girls 6–8; domestic teaching, 8–9½; boarding school, 9½–10½; without any instruction, 10½–11; boarding school, 11–13½; came here, 15.	Not well taught. At the last school the mistress set sums from a book, but could not explain them.	"She now begins to understand the meaning of things she learnt before at school."
11	16	Moderate means.	At school from 7–10; at home, father taught history, geography, English grammar, and analysis, masters for German and French; drawing at School of Art, 10–16.	Very imperfectly taught.	Poor abilities, but considered very clever at home,
12	18	Tailor; well off.	Governess at home, 9; collegiate school, 9–16; another day school, 16–18	Arithmetic well taught. Well trained.	
13	16	Tailor; well off.	Governess at home, 7; collegiate school, 7–14; another day school, 14–16.	Arithmetic well taught. Well trained.	

No.	Age last Birthday.	Occupation and Circumstances of Parent.	Previous Education.	Actual State on coming here. Result of former teaching.	General Observations.
14	17	Country lawyer; moderate means	Taught at home by a sister, and studying alone till 16.	Considerable knowledge of history, literature, poetry, drawing. Very little arithmetic or grammar.	Came for 1 year; has now gained a scholarship. Slow but accurate. Will probably be a teacher.
15	18	Deserted by father; mother poor	Taught by mother, 7; a day school, poor; another day school, worse; in Belgium and Germany for 4 years; came here, 17.	Deficient in general grammar and arithmetic.	
16	15	Lawyer -	Taught by mother, 13; at day school, 13–15	Welltaught - -	Mind bright.
17	15	Music trade; well off	At school, 5–5½; at home, 5–8; at day school, 8–11½; boarding school, 11–12½; governess at home, 13–15	Very ignorant; did not know how to learn.	Father intelligent. Mother illiterate. She, the girl, could not remember the names of any three books that she had ever read (except novels).
18	16	Father dead; mother very poor.	At day school, 5–6; at day school, 3 more years; at school, 10–11½; at home learning, 1 year; music and French, boarding scoool, 1¼; nursery governess, ¾; came to college, 15¾.	Very inaccurate; did not know how to learn. Much time and money spent on music which she has now dropped as she has no ear for it.	Her education paid for by her sisters, who are governesses. To be a teacher.
19	15	Artist; narrow means	Taught by mother till 13; governess for 1 year; came here, 16¾.	Did not know much -	Mind bright.
20	15	Dissenting minister; poor	Taught by elder sister and father till 14; then came here.	Knew very little - -	Mind dull.
21	19	Watchmaker; moderate means	At various schools from 2 years, among them a Pestalozzian school for boys and girls; at the last school for 3 years; came here at 16.	Thoroughly well trained; accurate.	Very intelligent.
22	17	Artist; poor	At a day school off and on, with intervals of complete idleness till she came here at 15¾.	Very ignorant. Did not know how to learn.	
23	20	Surgeon	At home till 11; at a day school, 11–14; at home, a few lessons, chiefly Latin, 14–15; at boarding school, 15–17; at home, lessons in Latin, Euclid, and studying alone, 17–20.	Well grounded and knows a good deal.	Father and mother superior people.
24	27?	Formerly manager of a country bank; now out of place.	Governess at home	Did not understand the 1st rules of arithmetic, and for some weeks seemed unable to learn. Her distress was painful to see.	She came here for one term to hear good teaching that she might become a governess.

No. 10.

Auto-biography of four pupils in a girls' school.

I first went to a day-school when I was six years old, and stayed there till I was eight. I remained at home for a quarter, and then went to a relative's to be educated with a cousin for a year and a half; after that I was at home a quarter, then I went to a small boarding school, just established at ————, for 1 year and ¼, where I learnt Darnell's Grammar, French, English, French and Grecian History, Cornwall's Geography, Guide to Knowledge, arithmetic, and writing. When I left that school I was at home without instruction for ¾ of a year. After that a cousin came to teach me for a quarter, then I went to a boarding school at————, where there were about twenty altogether for two years and a half, there I learnt Cornwall's Geography, and also Butler's, Murray's Grammar, Spelling, English and Grecian History, heathen mytho-

logy, Chambers' Introduction to the Sciences, astronomy, and an introductory book on globes, dictation, writing, arithmetic, which was not explained, drawing from copies, and Roman history for a short time. French by a resident French governess. There was a great deal of learning by heart at this school, but very little explanation.

No. 17.

When I was about five years old I went to a very small village school in ————, and there I learnt to read and write. I think I did not remain at this school more than half a year. A lady taught, and there were both girls and boys. From this time, until I was about eight years old, I did not go to school at all on account of being very delicate. When I was eight I went to ———— every day to school. Here I remained until I was about 11½ years old. At this school also ladies taught, excepting the last quarter, when I began French of a master. As far as I can recollect, the following were the lessons I was taught:—

Elementary geography, ditto English history, French, music, scripture history, natural philosophy, Mangnall's Questions, Child's Guide to Knowledge, English grammar and composition, reading aloud, spelling, and arithmetic.

When I left this school (in which there were about 50 girls) I went as a boarder to a school in ————, at which I remained only a year. Here I learnt very much the same subjects as at the former school, with the addition of painting, which was taught by a gentleman. French was taught by an English lady who resided in the house. Music I learnt of a gentleman also. At the end of the year I was taught by a very clever lady, who resided in ————, and came every morning to teach my little sister (aged eight) and myself. I learnt more from this lady than at all the other schools put together. With her I learnt all the before-mentioned subjects, also a very little Italian. Papa taught me music, but Miss ———— heard me practise regularly every day. She came at 9 every morning, and returned home at 12½, excepting on Tuesdays and Fridays, when we devoted the whole afternoon to painting. Miss ———— was an excellent French scholar, as she was wholly educated at Paris. I remained under her care until June 1865, and in October 1865 I came here at the age of 15.

No. 21.

Of the five schools to which I first went I remember scarcely anything. At the fifth I began to learn French.

I next attended a Pestalozzian school for three years. It was well conducted. I learnt there the usual English subjects, but from not attending in the afternoon omitted French and arithmetic. French I learnt at home by reading. The last school at which I was before coming here was the ———— school. I was there three years. I was taught English grammar (Morell's) English literature, English composition, ancient and modern history, physical and political geography, natural philosophy, French, some German, a very little Latin, and arithmetic. By not attending in the afternoon I omitted geometry, drawing, and some other studies. The school is excellently conducted, the only deficiency was, I think, in arithmetic. When I left I had not been farther than vulgar fractions.

No. 23.

Learnt at home English grammar, Latin, very simple arithmetic, English history, geography, music, and a little French. At 11, went to a day-school, and learnt Latin, history (Greek and Roman), geography, arithmetic, and from masters at the school English grammar and composition, French, drawing, writing, and mental arithmetic.

At 14, left school, and did a very few lessons at home, principally Latin, with a master.

At 15, went to a boarding school, and learnt history, and (from masters) Latin, French, drawing, singing in class, English literature, natural philosophy, arithmetic, and a little algebra, a little German.

Left school at 17, and 17–20 at home, learnt drawing at a school of art, and had lessons in music and singing (in class) from a lady, and in Latin and Euclid (first two books), for a short time. Studied German alone, and read a good many German and some French books. Came here at 20.

APPENDIX XVI.—ON THE POSITION AND PROSPECTS OF GIRLS' EDUCATION AMONG THE MIDDLE CLASSES.

THE following communications are selected from a large number of documents now in my hands illustrating the present condition and the future prospects of girls' education.

A. Communication from a lady engaged in managing a girls' school of the first grade in London.
B. Extract from a letter from a German gentleman engaged in teaching arithmetic and mathematics at a girls' school of the first grade in London.
C. Extract from a communication from a parent.
D. Extract from a communication from an authoress.
E. Evidence supplied by the Society for Promoting the Employment of Women.
F. Evidence supplied by the Governesses Benevolent Institution.

A.—*Communication from a lady engaged in managing a girls' school of the first grade in London.*

We have usually a far greater number of the daughters of professional men than of those of tradesmen. I do not think we have ever had one pupil whose father belongs to the upper class of tradesmen as a student—their daughters are almost invariably taught at home for some years, and then sent to expensive schools. The daughters of the common class of tradesmen are almost always better taught than those of professional men when they come here—that is, they read, write, and spell better, having generally been to some school; whereas in the families of professional men (in our neighbourhood at least), the education of the girls proceeds in this fashion. The mother is supposed to teach the children till they are seven or eight—then the boys "must be taught," and are sent to school—the girls meanwhile depend on their mother's instruction till 10 or 12, and she will generally say how impossible she found it to devote much time to them; at this age they probably have a daily governess, either for a few hours every day (in which case she walks with them) or two or three times a week, preference being generally given in the choice of a governess to the one who will take the lowest remuneration; this may continue for a year or two, the governess constantly changing as each gets the chance of a slight addition to her salary in some other family; these changes being considered troublesome the plan is given up, and a long interregnum succeeds; the girls are said to be "not strong," or go to the sea-side, or on very long visits to relations. After this they may have other daily governesses for a year or two, but if they have no younger sisters it is not considered "worth while," and they may come here for two or three classes for a year or two, missing a term occasionally, and varying the subjects frequently. This is so often the case with our ordinary pupils that having detailed the above as my experience to two mothers they each simply remarked, "That has been precisely the case with my daughter." Girls who come to us at 15, 16, or 17 years of age generally spell and write badly, have acquired a very slight idea of indifferent French, sometimes an equally small amount of German, and can play a little on the piano; they know nothing of arithmetic, sometimes but little of the multiplication table, nothing of grammar, could not define the parts of speech or parse the simplest sentence; the progress consequently in languages (the favourite study) is very slow and unsatisfactory, the exercises being frequently written "by guess;" the girls find it tiresome, and the parents think it a waste of money, and the class is given up. Many girls are so untrained that they do not know how to learn, and it takes them some time to get over this difficulty. Of course there are many bright exceptions as to the interest taken in their studies, *not* many as to the previous want of proper training, a want regretted by many of our best pupils. If girls of 15 were only thoroughly well grounded in general grammar, the first four rules of arithmetic, the French verbs, and could write and read well, with a little knowledge of common geography, we might soon have flourishing upper classes; but we are always obliged to go

down as far as possible to meet the necessities of the pupils, several girls of 15 being utterly unfit for even our lower classes. I should not say that parents in general value education for their daughters unless they are likely to become teachers; they would not object to it if it involved neither expense nor trouble, but learning under the above disheartening circumstances is slow work, and they see no return for their money; if their daughters could speak French or German in a session fluently they would be delighted, and think it worth the five or six guineas invested. I believe it to be with most parents a money question entirely; an effort must be made to educate their sons, but they think it unnecessary as regards their daughters.

From among these uneducated young women, however, spring by far the greater number of resident and daily governesses, especially the latter; and here of course the sad consequences of a neglected education are felt in full force by governess and pupils intellectually and morally. I can form no idea of the number of instances in which parents have told me that "a change of circumstances" have made it necessary that their daughter should be fitted for teaching as soon as possible, and they wish her to attend 'a course' here for a year for that purpose. The poor untaught girl has frequently left much sooner, unable even to understand the teaching here. Under these circumstances it is not extraordinary that so many people object to examinations as a test; governesses and their parents object to them, as failure would entail serious consequences; and employers object to them, as they would do away with the mystery which generally envelopes the salary of a governess of this class, often wretched indeed.

Amount of Knowledge possessed by a new Pupil Generally.	Causes of this Want of Knowledge.	Private Teachers.	Examination as a Test for Governesses.
A little bad French. Perhaps a little ditto German. A little music. No arithmetic. No grammar. No geography.	Entire want of teaching or very little inefficient teaching. Non-appreciation of education for girls on the part of parents who would like their daughters to speak French or German and to play on the piano; if these accomplishments could be obtained without expense or trouble.	Many of them, almost untaught themselves till 16 or 17, then have a year or two of instruction at a school or college and then become governesses. They generally dislike it very much. Parents deplore the necessity as "blighting their prospects," their services being *very* ill remunerated. There is undoubtedly an opening for a better class of governesses; English in general much wanted.	A strong prejudice against them. Governesses and their parents dislike them, a failure would entail serious consequences. Employers dislike them as stamping in some measure the class of governess they have in their families. Salaries in general being a profound mystery, unless you hear it from the governess you are never likely to hear it from the employer.

B.—*Extract from a letter from a German gentleman engaged in teaching arithmetic and mathematics in a girls' school of the first grade in London.*

It is with much pleasure I comply with your request to narrate to you in writing some of my experience in teaching English children.

I have generally found very young pupils, whose notions were not yet formed, sprightly, active-minded, and a great deal more eager to learn than would readily be supposed; but my difficulties have often increased with the age of pupils, especially of such whose formal education had from some cause or other been neglected. If the mind is not trained it will still grow, but the danger is that the notions may get distorted, or even altogether false. In such cases my first difficulty has always been to undo the past.

Such older pupils are also apt to be impatient of elementary instruction, which, nevertheless, they are sadly in need of; sometimes it will happen that they have correct enough notions about the facts of things, but are totally deficient in the power of expressing them. A few instances will best exemplify my meaning. I must, however, premise that these are necessarily the more striking cases, from which the general run of ignorance however differs only in degree.

A young lady of upwards of 20 years of age, the eldest daughter of a family that had somewhat suddenly risen to opulence, was perfectly startled when I pointed out to her that three halfpence are 1½*d*. This was not a mere

slip, as she could not with any degree of fluency count by twos, such as 1, 3, 5, &c.; 2, 4, 6, &c., she did a little better. And yet the same young lady was expert on the piano, and "was reading Dante with her Italian master."

Another young lady of about the same age found it hard to explain that two halves make a whole or how to get the half of a slip of paper I placed in her hand. A little later in the lesson she understood halves and quarters readily, but could not accustom herself to the notion of thirds. Even amongst the somewhat better instructed I have rarely had the good fortune of falling in with pupils who could give a rational account of the processes involved in common addition or subtraction, leave alone the more advanced rules.

In teaching German I remember an instance of a gentleman holding a responsible clerk's position in a city firm who did not know what a noun was, to whom, in fact, all English grammar was terra incognita. "He had been to school many years but learnt nothing." As he was humble and willing to learn I postponed German studies and took him through a small elementary English grammar (Darnell's). After two years' study we had both reason to be satisfied with the work done both in English and in German.

I am, &c.

C.—*Extract from a communication from a parent.*

I am a barrister's wife, and have had nine children and 18 years' experience in schools and governesses. I have only met with one really good provincial school, but my girls have generally been educated at home. I fear that the existing state of girls' education among the higher and upper middle classes if not by any means what it ought to be. Female teachers are most deficient in the *art of imparting knowledge*. Few female teachers know anything of mathematics. If it were possible to have classes in the existing ladies' colleges taught by very clever teachers, to which governesses from the different neighbourhoods might be admitted as listeners, something on the plan of the classes at the Home and Colonial School Society's establishment, many hints of an improving nature on the art of teaching might be obtained; and thus a benefit would accrue through governesses to the higher classes generally. I cannot help hoping that the Cambridge local examination for girls will bring about a greatly improved tone. As far as I can judge (and one of my daughters went in for the last Christmas examination), it is extremely well conducted; and I think, when it becomes more generally known, it will be highly appreciated, and education will become more solid and useful. For girls educated at home, as mine have been, a motive, a stimulus, and a plan are required; and this examination supplies all three.

D.—*Extract from a communication from an authoress.*

It appears undeniable that the present ordinary education of women fails in two respects. It fails to give them such knowledge of arithmetic as shall fit them to earn their bread in many ways peculiarly suitable to them and open to them even now, were they so qualified; and it fails to give them such habits of accuracy, such a conception of the nature of argument and proof, as should enable them in every phase of life to form their opinions with justice and express them so as to command respect. I write partly from general experience, partly from personal consciousness that a most costly feminine education, at the rate of 500*l.* a year, including four modern languages, and several branches of art, music, &c., has left me for the whole of my life unable to overtake the deficiency of a sound training such as is obtained by boys at the commonest grammar school.

E.—*Evidence supplied by the Society for Promoting the Employment of Women.*

The remarks made in the course of this report, pages 381 - 413, and the tables in Appendix IX. and XIV., sufficiently show:

(a.) That girls' education is at present defective both in breadth and soundness.

(b.) That in the case of girls, the demand for showy, ornamental, superficial accomplishments, far exceeds the demand for sound instruction.

The commissioners have instructed me to inquire whether any desire is arising for improved female education ; and I think I cannot better illustrate this question than by reference to certain facts which have been brought to light by the society for promoting the employment of women.

A little consideration will show that the question of the employment of women is really at the root of the whole subject of girls' education ; and that the probability of an increased demand for sound instruction for girls depends chiefly on the probability of increased means of feminine employment. This is at any rate true of the lower and middle sections of the middle class ; and I think it is true also of the upper middle class in a greater degree than people are apt to believe.

No doubt the state may, by cooperation with proprietary and private bodies help to create an increased supply of sound education for women, and this may especially be the case if women shall no longer be debarred from all share in the educational endowments of the country. But nothing will so powerfully stimulate the demand for sound female education, and therefore so rapidly increase its supply, as the opening to women of quiet, decent, and adequately paid feminine employments. The conviction that a sound education given to their daughters may procure them direct pecuniary advantages is the only consideration which will induce many parents, especially of the lower middle classes, to recognise the necessity of providing their daughters with such an education. It will at once *bring home* to them the importance of having their girls soundly instructed.

The Society for Promoting the Employment of Women has been in existence more than six years. Its offices are at 19, Langham Place, Regent Street, W., and its secretary is Miss King. It is under distinguished patronage, and appears to be well managed.

The following are extracts from reports and documents furnished by the secretary :—

The various establishments opened by the society for the employment of women continue to be successfully worked.

Law Copying.

Miss Rye's law copying office employs six female clerks regularly, and gives occasional employment to several others.

A clerk has been engaged from this office by a regular law stationer at good wages and has a female apprentice to work under her. One or two others who have left have obtained employment in writing for their brothers or other relations.

The office which was set up three years ago by clerks who had left Miss Rye's service has been given up, but all the young women have found situations as clerks, except one, who has married. A young person has also set up for herself in Bedford Street. When this girl first started she called upon a solicitor to whom she had a recommendation, and asked him to employ her. He expressed doubt of a woman's being able to do the work, but on her begging to be tried he gave her the rough draft of a deed to be copied out and told her to bring it to him the next morning. To his surprise she brought it at the appointed hour perfectly well executed, and he has given her employment ever since. This young person does her writing in the house of her widowed mother, whom she thus relieves from the burden of her maintenance without ceasing to be her companion, and, besides supporting herself, she is able to give casual employment to one or two other young women.

The addresses of the offices recommended by the Committee are : Miss Rye's office (Manager, Miss Francies), 12, Portugal Street, Lincoln's Inn ; and Miss Fyvie's (the young person mentioned above), 2, Bedford Street, Strand.

In both these offices writing of various sorts is executed as well as the regular law copying. Manuscripts are copied, circulars written, and envelopes directed in ordinary running hand, and at Miss Rye's office specifications for architects are copied also.

The average wages earned by the clerks in Miss Rye's office are 15*s.* a week, nor, as far as can be ascertained, do they appear ever to receive less when employed in other places, though in some cases they earn more.

It is necessary for a young woman to possess a correct knowledge of spelling and some education before beginning to learn the business, and, as the work comes in very irregularly, and sometimes late in the afternoon, none should engage in it who are not willing to work at night occasionally. Young persons learn more readily than middle-aged ones, and industry and perseverance are necessary to succeed in this as in all other trades.

The Register.

A register free of all charge is kept at the society's office. The applicants average four per day, their ages varying from 15 to 50, though in some instances women of 70 and upwards have applied for employment. Endeavours are made to ascertain their various qualifications, and a reference as to respectability is required.

During the past year the society has found situations for respectable women, as lady nurses, nurses in hospitals, matrons, deaconesses, teachers in industrial schools, private governesses, nursery governesses, book-keepers, assistant clerks, money-takers at exhibitions, telegraphists, maid-companions, Bible women, &c. Temporary occupation has also been found in copying, translating, taking notes, reading aloud, photograph-mounting, printing, tinting, and colouring, collecting for charitable societies, fine plain needlework, &c. Besides these customary occupations, three highly efficient ladies have obtained situations as secretaries and given great satisfaction.

The Committee wishes to impress upon applicants the desirability of cultivating to the utmost any faculty they may possess. Persons who are thoroughly capable in any one department of labour are seldom long in obtaining employment, and of course the more capabilities they really possess the higher they are likely to rise. The supply of companions and nursery governesses is at least ten times as great as the demand, but the demand for active women as nurses in hospitals is greater than the supply. Only superior women, however, are fitted for this post.

Telegraph Clerks.

The managers of a metropolitan line of railroad have been induced, by the representations of the Committee, to engage six female telegraphists as an experiment, and hopes are held out that if it proves a successful one they will engage others. They have now been on trial for two months and have hitherto given complete satisfaction. Up to the present time women have rarely, if ever, been engaged in England as telegraph clerks *on railroads*. Should the experiment succeed, as is confidently expected, it may be hoped that other lines will follow the example thus set.

Music Copying.

A lady on the Committee has kindly undertaken to instruct a class of girls in music copying and transposing. The progress made hitherto has been very satisfactory, and ladies could render much assistance to this branch of the work by sending any music they may want to be copied or transposed to the office, while at the same time they benefit themselves. This plan is very advantageous to amateur singers, because part music can be copied either in full score or in separate parts, which would cost less than purchasing the whole piece of music. There is a prospect that the girls thus taught will ultimately obtain employment through the music-sellers.

Hairdressing and Cutting.

Among legitimate employments for women, there are few more suitable than that of the cutting and dressing of ladies' hair.

The mere hairdressing is no new occupation for women, since every lady's maid must acquire the art before she is competent to take a place, and hairdressers are perfectly willing to give lessons. Yet but few women have set up as hairdressers.

Haircutting and wigmaking are seldom understood by women, and those men who are possessed of the knowledge are, generally speaking, unwilling to impart it except to persons of their own sex. Attempts have been frequently made by the society to induce men to teach those arts to women, but hitherto without success. The society is therefore desirous of assisting in the establishment of a shop or rooms where women only shall be employed, and for this purpose funds are wanted.

It would be necessary that the shop should be in a good locality, and fitted up with every convenience to induce ladies to patronise it.

Photography.

Women are beginning to be employed to print off, but very few (professional ones) are able to take negatives, and of these still fewer do it tolerably well. Indeed, though the Committee has made many inquiries, it has hitherto been unable to find one woman in London who takes portraits in a good style, though it is possible such a person may exist unknown to the Committee.

As several lady amateurs are very good photographers, it seems certain that a want of the means of good instruction is the cause of this inferiority among professional female artists. The Committee desires therefore to set up an establishment—or rather to assist some lady to set up an establishment of her own—where respectable young persons of the middle ranks may be taught the superior as well as inferior branches of the trade. Three or four, or perhaps a larger number, might be instructed every year. Some of these would doubtless set up for themselves afterwards, and take apprentices in their turn, so that gradually a considerable number of women would be trained to this remunerative and highly suitable business. Great impediments, however, stand in the way of such an establishment; first, the funds at the disposition of the society are not sufficient for the expense of the undertaking—estimated at about 200*l.*—and secondly, *no lady has yet been found who would be equal to the position of head of the establishment.*

The Committee appeals therefore to those who sympathise with the objects of the society to give their assistance towards overcoming both these difficulties.

If a lady in all other respects well qualified for the post could be found, the Committee would pay for her receiving the necessary instruction, as good instruction can be obtained for women by paying for lessons, though photographers object to take them as apprentices.

The preference would, however, be given to an equally well-qualified person who is already a good artist. No lady could be chosen who did not possess a high character, good judgment and manners, and the energy and perseverance without which success in any undertaking is impossible. No fear need be entertained of overstocking the market by introducing women into the trade; the number of photographers has multiplied by 50 in the last 10 years, and it is probable that their numbers will continue to increase for several years to come; if a quarter of this increase should be women no harm will be done, and no one turned out of employment to make way for them; the same argument applies to all rising trades. The number of men photographers in 1851 was 45; in 1861 it was 2,366. The number of women in 1851 was 1; in 1861, 130, including printers.

Glass Engraving.

Inquiries have been made respecting this business, which appears to be eminently suitable for women. An employer remarks, that "the delicacy of "touch natural to women would be a great help in learning, as also in producing "work of the highest class. . . A good man engraver will earn 50*s.* a week, "and a woman ought to do likewise." A great advantage connected with this business is, that when it has once been thoroughly learnt it can be carried on at home. The only difficulty in the way appears to be that of obtaining the necessary teaching, and there is reason to believe that by the active exertions of a member of the committee, who has made the matter her special charge, this obstacle will shortly be overcome.

From June 1864 to June 1865 the number of visits received from applicants averages about seven per day. During that period 44 women have been provided with permanent, and 40 with temporary employment, in various capacities. Among them may be mentioned those of lady-nurses, matrons, governesses,

telegraph clerks, book-keepers, saleswomen, money-takers at exhibitions; copying, translating, and reading aloud, several departments of photography, and artistic work, the sewing-machine and other kinds of needlework.

There is a great demand for trained nurses, and for women to fill vacancies in training institutions for nurses, and deaconess institutes. Every opportunity is taken of making known these openings, but without much result, owing to the fact that the class from which probationers can be drawn is necessarily very limited. That this is so, will appear, when it is remembered that a good nurse must be in the prime of life, in full possession of all her faculties, and that, in addition to the physical qualifications, she must have good principles, good sense, and some education. Such a combination of physical, moral, and mental gifts is not very common, and where it is found it often happens to be associated with a distaste for nursing. This will, perhaps, not be suprising, when it is considered that the work, besides being in itself of a peculiarly exhausting and trying nature, involves almost complete seclusion from anything like general society. This last drawback, no doubt, has considerable weight with comparatively young women, and the pecuniary inducements to overlook drawbacks are not very strong. The remuneration which the managers of institutions find themselves able to offer seldom reaches 25*l.* a year, a sum that is less than is paid to a first-rate cook. Private families, no doubt, pay at a higher rate per week, but a nurse who depends on casual employment must often, if only for her own health's sake, be at home earning nothing. In the Government hospitals the wages are much higher, and there is the great advantage that a pension is given, varying with the length of service. The age at which a nurse may enter the service ranges from 30 to 40. She may go on till she is 60, and if she has entered early she will, during the latter years, receive 50*l.* a year. Even these situations are difficult to fill. Women who have been brought up as ladies are seldom strong enough for the work, and the higher class of domestic servants, who would perhaps make the best nurses, seem to prefer remaining as they are. The prevalent belief that women have a natural gift for nursing and a sort of universal love of it for its own sake, predisposing them to adopt it as a calling apart from anything to be gained by it, is certainly not confirmed by the experience of this Society. But it does not follow that because a woman is unfit or unwilling to be a nurse she is therefore fit for nothing else. How is it, we are asked, that women are supplicating for work, while the demand for nurses far exceeds the supply? Why do they not take the work that is offered to them? The supposed refusal seems to show a perverseness which ought by no means to be encouraged. The answer is plain. The small class of specially qualified women who are fit to be nurses are *not* asking for work. They can get it on what they consider better terms than are at present offered for nursing. It is with other and far larger classes that this Society has to deal.

During the six years of the Society's existence much knowledge has been gained respecting the wants and the difficulties of unemployed women. Among the numerous applicants of all classes for advice and assistance, there are none whom it is so difficult to help as the middle-aged women, who, having been brought up in comparatively affluent circumstances, are unexpectedly required to maintain themselves. To such applicants, the obvious and reasonable answer is, that persons who, at the age of 30, are unprepared for any definite occupation, cannot expect to find occupations prepared for them. A man, similarly untrained, is almost as helpless as a woman. But it cannot be denied that even when young girls of the same class desire to prepare for the contingency of having to maintain themselves in later life, the difficulty is almost equally great. Obviously, trades and handicrafts are out of the question. Parents cannot be expected to put their daughters into businesses which would transfer them to a lower social sphere, and there are very few occupations suitable for women which correspond, as regards education and position, with those to which the mercantile and professional classes bring up their sons. The medical profession may, doubtless, eventually absorb a considerable number of educated women, but the expense of the course is a serious difficulty, and practically closes it to those who have not some capital to start with. The same may be said with regard to some businesses which might be managed by women. The objection does not, however, apply to clerkships in banks and in Government offices, and to various positions of trust in public institutions. In many cases the work might be done by ladies, and all that is wanted is to overcome prejudice, and to make suitable arrangements for their accommodation. It is

here that personal influence might be brought to bear with immense advantages There is reason to believe that women are often excluded from suitable employments through mere thoughtlessness. It has not occurred to the employero of educated labour that women are both able and willing to take their fai-share of the head-work which has hitherto been usually performed by men. The suggestion to a banker to introduce gradually a staff of female clerks intt his business would probably, at first, be met by an incredulous smile, but i. might be followed by serious consideration, and eventually by giving the pror posal a fair trial. The same remarks apply with still greater force to the employment of women as cashiers, and in other capacities, in shops. It is an ascertained fact, that masters are partly withheld from employing women by an impression, whether well founded or not, that their customers prefer the services of men. Any customer who does not entertain such a preference may at least say so.

In every part of the work of the Society, the great want of real training among women is felt. At 40, and even 50 or 60, women are often thrown on their own resources, and, without any previous training to any trade or profession, have to earn a living.

Among employments suitable for educated women may be mentioned clerkships in various offices. It has been ascertained, on competent authority, that there is no reason at all why women should not be employed as clerks in insurance offices. The hours of attendance at the office are short, viz., from 10 to 5 o'clock, and the work is simply desk-work. A knowledge of book-keeping and spelling are the qualifications required. The salary begins at 70*l.*, and rises to 250*l.* a year, and any extra work is liberally remunerated. The clerks often work in small rooms where only three or four are employed together ; so that it would seem that there need be little real difficulty in introducing women into one or more departments. The introduction of female clerks into these offices would be the means of enabling many well-educated and intelligent ladies to gain a respectable livelihood.

Eleven ladies have received and executed orders in artistic work, such as illumination and designing, wood printing, fan painting, &c. (of these nearly all are of a novel character, and thus it is hoped are likely to lead to further employment), and information as to the market for such things, and hints for improving them, have been given to these and other applicants at the office.

From the Census of 1861.—England and Wales.

Tables showing the Number of Women employed in some of the Principal Occupations, with the Proportion of Women belonging to each Occupation, in the Workhouse, Hospital, and Prison.

Table I.—Showing the proportion in Workhouses.

Name of Occupation.	Number in Occupation.	Number in Workhouse.	Proportion in Workhouse.
1. Governess	24,770	11	1 in 2,251
2. Silk mercer, draper's assistant, haberdasher, hosier	14,209	7	,, 2,030
3. Stationer, bookseller	1,752	2	,, 876
4. Milliner and dressmaker	286,298	526	,, 544
5. Schoolmistress	37,669	79	,, 476
6. Bookbinder	5,364	22	,, 242
7. Cotton manufacture*	259,074	1,186	,, 218
8. Lace manufacture	45,107	334	,, 135
9. Silk manufacture	66,563	523	,, 127
10. Washerwoman (not domestic servant)	166,442	1,663	,, 100
11. Shoemaker	39,338	401	,, 98
12. Domestic servant	976,931	14,461	,, 67
13. Agricultural labourer	43,964	1,021	,, 43
14. Sick nurse, nurse in hospital, lunatic asylum attendant	27,618	682	,, 40
15. Shirtmaker, seamstress	76,015	1,994	,, 38

* The Census was taken before the Lancashire distress began.

TABLE II.—Showing the Proportion in Hospitals.

Name of Occupation.	Number in Occupation.	Number in Hospital.	Proportion in Hospital.
1. Stationer, bookseller	1,752	—	—
2. Cotton manufacture	259,074	62	1 in 4,178
3. Governess	24,770	6	„ 4,128
4. Schoolmistress	37,669	12	„ 3,139
5. Haberdasher, hosier, silk mercer, draper's assistant	14,209	8	„ 1,776
6. Milliner, dressmaker	286,298	170	„ 1,684
7. Agricultural labourer	43,964	30	„ 1,465
8. Washerwoman (not domestic servant)	166,442	123	„ 1,353
9. Silk manufacture	66,563	52	„ 1,280
10. Lace manufacture	45,107	39	„ 1,156
11. Shoemaker	39,338	43	„ 915
12. Domestic servant	976,931	1,469	„ 665
13. Nurse in hospital, &c.	27,618	46	„ 600
14. Seamstress, shirtmaker	76,015	150	„ 506
15. Bookbinder	5,364	11	„ 488

TABLE III.—Showing the Proportion in Prisons.

Name of Occupation.	Number in Occupation.	Number in Prison.	Proportion in Prison.
1. Stationer, bookseller	1,752	—	—
2. Schoolmistress	37,669	2	1 in 18,834
3. Governess	24,770	7	„ 3,538
4. Silk mercer, draper's assistant, haberdasher, hosier	14,209	4	„ 3,552
5. Lace manufacture	45,107	18	„ 2,506
6. Nurse in hospital, &c.	27,618	13	„ 2,124
7. Milliner, dressmaker	286,298	192	„ 1,491
8. Silk manufacture	66,563	58	„ 1,147
9. Domestic servant	976,931	904	„ 1,080
10. Cotton manufacture	259,074	275	„ 942
11. Washerwoman (not domestic servant)	166,442	257	„ 647
12. Agricultural labourer	43,964	79	„ 556
13. Shoemaker	39,338	72	„ 546
14. Bookbinder	5,364	16	„ 335
15. Shirtmaker, seamstress	76,015	243	„ 313

The occupations are placed in order, the first on the list contributing the smallest proportion to the institution in question. There are some hundreds more occupations given in the Census, but the foregoing list includes the chief occupations, and those affording both the highest and lowest proportions. Domestic servants are more numerous by far than any other class of working women in the Census. Their number is taken from the Report, page 34, not the Abstract, which is stated to be incorrect in this instance. The number of persons in Workhouses, Hospitals, and Prisons, with their former occupation, is to be found in the Census, vol. 2, page cv. and following.

F. *Evidence supplied by the Governesses Benevolent Institution.*

The main objects of this excellent institution are to raise the character of governesses as a class, and thus to improve the tone of female education. The institution endeavours to do this by the following means :—

1. Temporary assistance to governesses in distress.
2. Elective annuities to aged governesses secured on invested capital.

3. Provident annuities purchaseable by ladies connected with education, upon Government security.
4. A home for governesses during the intervals between engagements.
5. Registration free of expense.
6. An asylum for aged governesses.

In the course of this report, page 394, I have remarked that very few girls, daughters of parents who belong to the middle class of society, can feel certain that they will not at some period of their lives be called upon to support themselves by their own exertions. In illustration of this statement I may quote the following evidence supplied to me by the above-named institution.

At the election of annuitants held in November 1865 there were 140 candidates for seven vacancies. Of these vacancies four were for annuitants of 20*l.*, and three for annuitants of 34*l.* 2*s.* 6*d.* Some of these competing at this election had been candidates for more than 10 years.

I select the following 20 cases from the list of candidates printed by the Society :—

No. 1. Miss ——, aged 51. Father an officer in the East India Company's service. Became a governess at 17, in consequence of her mother having been left with five children and but limited means. Assisted in the support of an invalid sister, now deceased. Endeavours with another sister to keep a school, to make a home for their aged mother; but it is insufficient for their support, having last year produced only 26*l.*, and she feels her health and eyesight failing. No expectations.

No. 7. Miss ——, aged 61. Became a governess at 17, owing to her father's loss of property in the Irish rebellion of 1798. Expended her salaries for the first years of her work in lessons in accomplishments and languages. Her health, always delicate, has been much worse since an attack of gastric fever; her sight is failing, and having only earned 5*l.* last year she is living upon the residue of her savings, now reduced to about 50*l.* No expectations.

No. 13. Miss ——, aged 69. Left home to support herself and help her family, upon her father, a manufacturer and merchant, losing everything by unfortunate speculations and the failure of a bank. Kept a school to make a home for him and her brothers, and also for her sisters when not employed as governesses. Only income about 30*l.* contributed by friends. Sight and hearing both impaired, and suffers from chronic bronchitis which becomes acute in the winter. No expectations.

No. 19. Miss ——, aged 60. Her father inherited an income of about 300*l.* a year. She became a governess owing to the embarassment of his affairs at his death, when she was left an orphan at 16. Helped her brothers when able. Only income 15*l.* from her own exertions; her health, never strong, is fast failing, and her hearing becoming defective. No expectations.

No. 23. Miss ——, aged 62. Became a governess owing to her father, a gentleman farmer, having left his family without provision. Brought up four nephews and nieces, and greatly assisted other relatives. Has been unable to save anything in consequence, and is now without income, but has received notice of a legacy of 150*l.* to be paid to her in 1866.

No. 29. Miss ——, aged 69. Father one of the oldest members of the English bar, but who died blind and left no provision for his daughter. Twenty years a governess, spent 14 of them in situations in South Africa where she suffered much from the effects of the climate which permanently injured her health. Assisted an aunt who brought her up.

No. 33. Miss ——, aged 69. Father a merchant who failed. Supported her aged mother for many years, and much assisted other relatives. Mostly in daily engagements until she opened a school which she conducted for 25 years but was compelled to give it up in 1858, as her sight was failing, and she is decrepit from a hip affection owing to a fall. Only income about 21*l.*

No. 38. Miss ——, aged 54. Compelled to become a governess by the loss of the property left her by her father but which she never received. Has ren-

dered all the assistance in her power to her aged and infirm mother who is otherwise dependent upon distant relatives and friends. Suffers much from disease of the heart, which frequently disables her. Only income 10*l.* a year from teaching, otherwise dependent upon the kindness of distant relatives and friends. No expectations.

No. 39. Miss ——, aged 52. Compelled on the death of her father to become a governess for a maintenance. Supported her mother for many years till her death in 1861, and asssisted a brother, through whose speculation some property left her in 1844 was lost. Is at present in a situation at 30*l.*, but has nothing to look to when her already broken health incapacitated her from further exertion.

No. 51. Miss ——, aged 65. Began to teach at 14, upon the death of her father, who was in trade. Low salaries (from inability to teach music), and aid to relatives—one a sister, left with seven children unprovided for, one of whom she maintained and educated—have prevented any provision for the present time of diminished power of exertion and difficulty in obtaining employment. Has recently been confined to her bed for 10 weeks, first from congestion of the brain, afterwards from gastric fever.

No. 55. Miss ——, aged 58. Became a governess on the death of her father, a surgeon, leaving her mother and herself quite unprovided for. Supported her mother, who had very bad health, for more than 20 years. Was four months confined to her room by a bad ankle—her foot and leg are now partially paralyzed —nevertheless holds an engagement twice a week at two guineas a quarter, and has frequently to expend the proceeds of the lesson she gives upon a conveyance to reach it.

No. 56. Miss ——, aged 51. Father an officer in the army, became blind while serving with his regiment in Egypt, this and the bankruptcy of a West India merchant occasioned a loss of property, and compelled her to become a governess. Devoted all she earned to her parents, and assisted to educate two cousins. Owing to weakness of the throat can give only occasional lessons, and thus earned 3*l.* last year; her only other income being an annuity of 20*l.* purchased in the Society's Provident Fund, with a legacy left by an old servant.

No. 65. Miss ——, aged 61. Became a governess upon her father, a manufacturer, being disabled by a severe accident. A school which she afterwards established, and which enabled her to assist her parents and advance the education of her brothers and sisters, was broken up by illness. Part of a legacy of 50*l.* recently received has been devoted to the pressing need of relations. Has a home at present with an invalid friend. No income.

No. 71. Miss ——, aged 53. Was in affluence until her 20th year, and became a governess owing to her father's loss of property by unfortunate speculations. Entirely educated a younger sister, and gave all she could earn to aid her parents in the support of an invalid sister at home. Has no certain income, heart complaint and otherwise shattered health precluding exertion.

No. 79. Miss ——, aged 61. Father a clergyman, died when she was a child. Left home to assist her family. Afterwards, with her mother and elder sister, conducted a school with much success for many years, but the competence which they had saved was all lost by being placed in insecure hands, and speculated with unknown to them. Still endeavours to earn a livelihood by daily teaching, but has only recently been able to leave her room after a confinement of six months from a serious attack of inflammation on the lungs, and could not support herself without the aid of friends.

No. 97. Miss ——, aged 58. Educated for a governess. Supported her widowed mother for more than 20 years. A small estate inherited from an uncle had, through bad management, to be sold; and heavy losses and misplaced confidence compelled her to give up her school. Incurable nervous deafness forced her to abandon teaching 10 years since, and she endeavours to support herself by fancy needlework, from which she can earn only about 12*l.* a year. Her health is precarious, and she has no relatives able to help her, and no expectations.

No. 111. Miss ——, aged 67. Became a governess in consequence of her mother's second marriage, and has been teaching for 35 years. Brought up and educated two orphan nieces from the ages of four years and three weeks, and helped a younger sister. Unable for the last three years to obtain any situation, and is now dependent upon the help of friends.

No. 112. Miss ——, aged 72. Became a governess to help a sister in providing a home for their father, who had been in the household of King George the Third. A spinal complaint has occasioned a violent nervous affection and extreme deafness; she can scarcely do anything for herself, and is often confined to her bed. No certain income, but friends have contributed about 12*l.* a year.

No. 114. Miss ——, aged 55. Father, a merchant and otherwise largely engaged in trade, suffered heavy losses, and left his family totally unprovided for. Helped her mother occasionally, as she was able. Only income 10*l.* from the Governesses' Benevolent Society of Scotland, and the same sum from the Indigent Gentlewomen's Fund (both contingent allowances). Unfitted for further exertion by a severe attack of ophthalmia, with fever, which deprived her of the sight of the right eye, and the left is becoming obscured by cataract. No expectations.

No. 140. Mrs. ——, aged 65. Became a governess owing to her father's embarrassments through a chancery suit. After five years (four of which he was ill) her husband died. Has worked ever since, unceasingly and unsuccessfully, for an independence. With a sister, took the entire charge of three orphan nieces. Her health is now fast declining, and she has no resource but the hope of supporting herself by needlework.

APPENDIX XVII.—ON AN INFANT SCHOOL FOR THE UPPER MIDDLE CLASSES IN THE POSTAL DISTRICT OF LONDON.

There is in the postal district of London a school established for the young children (from three to eight) of clergymen, bankers, merchants, &c. It may be called an infant school for the higher middle class. It is managed by a committee, and children are only admitted with their approval. The hours of attendance are from 10 to 12, with home work, The instruction is given on the principles of the celebrated Pestalozzi, as modified and brought into practice in England by the "Home and Colonial School Society." The governess was for many years a mistress of one of their model schools, and seems thoroughly to understand her work. She is paid a fixed salary by the committee. The school has been established two years. At the time I paid my visit it had 30 children, and as it was apparently most successful I thought it my duty to obtain some details.

It is held in an iron room built for another purpose by Turner & Co., 61a Moorgate Street. This room is 40 feet by 30, and 12 feet high, much larger than would be required for a mere infant school. The sides are boarded as well as the floor; in the former felt is introduced as well as in the roof. It will seat from 250 to 300 persons, and with forms, gas-fittings, &c., cost about 300*l.* The school fittings are very simple; each child has a little chair. These chairs together with necessary desks, &c., cost about 10*l.* The school apparatus purchased by the committee at first starting, together with the cupboard in which it is kept, cost about 17*l.* As the room is, as before observed, used for other purposes, there is no charge for fuel, gas rates, or repairs. These charges are understood to be met by a moderate rent; 1*s.* per week is allowed for cleaning the room. For the first child 10*l.* per annum is paid; other children of the same family pay less. The total averages about 160*l.* per annum. The books purchased by *all* the children amount to about 8*l.* per annum; salaries to teachers and assistants about 110*l.* The school is thus self-supporting.

The following is the daily routine, the school being divided into elder and younger. *See* A.

A.

Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
		ELDER CHILDREN.			
10–10.30 Scripture. 10.30–11 Singing. 11–11.15 Drilling. 11.15–11.30 Play. 11.30–12 Writing.	10–10.30 Human Body. 10.30–11 Arithmetic. 11–12 2nd Read } 1st Read 1st French } 2nd French	10–10.30 Scripture. 10.30–11.15 Geography. 11.15–11.30 Play. 11.30–12 Dictation.	10–10.30 Grammar. 10.30–11 Arithmetic. 11–12 2nd Read } 1st Read 1st French } 2nd French	10–10.30 Moral Instr. 10.30–11 Geography. 11–11.15 Poetry. 11.15–11.30 Play. 11.30–12 Writing.	10–10.15 Texts. 10.15–11 Kinder Garten. 11–11.30 French. 11.30–12 Arithmetic.
Home Work. Text. Poetry. History.	*Home Work.* Text. Human Body. Dictation.	*Home Work.* Text. Reading. Geography.	*Home Work.* Text. Grammar. Arithmetic.	*Home Work.* Texts for week. Arithmetic. Geography.	*Home Work.* Scripture.
		YOUNGER CHILDREN.			
10–10.30 Scripture. 10.30–11 Singing. 11–11.15 Drilling. 11.15–11.30 Play. 11.30–12 Writing.	10–10.30 Object. 10.30–10.55 Cubes. 10.55–11 Play. 11–12 2nd Number } 1st Num. 1st Read } 2nd Read.	10–10.30 Scripture. 10.30–11 Nat. History. 11–11.15 Printing. 11.15–11.30 Play. 11.30–12 Reading.	10–10.30 Geography & Language alternately. 10.30–10.55 Laths. 10.55–11 Play. 11–12 2nd Num. } 1st Number. 1st Read. } 2nd Read.	10–10.30 Scripture. 10.30–11 Reading. 11–11.15 Poetry. 11.15–11.30 Play. 11.30–12 Writing.	10–10.15 Texts. 10.15–11 Kinder Garten. 11–11.5 Play. 11.5–11.35 Reading. 11.35–12 French.
Home Work. Text. Poetry. Reading.	*Home Work.* Text. Object. Reading.	*Home Work.* Text. Nat. History. Reading.	*Home Work.* Text. Geography or Language. Number.	*Home Work.* Repeat texts for week. Reading. Spelling.	*Home Work.* Scripture.

ST. OLAVE'S GRAMMAR SCHOOL, SOUTHWARK.

REPORT BY D. R. FEARON, ESQ.

I. This school was visited on November 24th, 30th, and December 14th, 15th, 1865. It is not necessary to give in this report any description of the origin and early history of the school or of its founder's intentions regarding the class and sex of children to be educated in it, or of the kind of education to be given them, as all this is fully described in my general report, pages 326–329.

II. I may refer the Commissioners to the same pages in my general report for a statement of the degree to which this school now fulfils the founder's intentions, and a discussion of the reasons which prevent its doing so to an adequate degree. In the following portion of this report I speak of the school as I found it in November and December 1865. There have, no doubt, been changes in some particulars since that date (see my general report, page 329, note).

III. The school is divided into an upper, or classical, and a lower, or English, school; the admission to both of which, and the education in them, are entirely free of cost to the sons of residents in the parishes of St. Olave and St. John, in Southwark, but are completely closed to all others (see general report, page 247). The following was the number and classification of the scholars at the date of my visit.

Upper School.—On the roll, 190. Present at the inspection, 164; in 6 classes, thus distributed; viz.—

Class	I.	II.	III.	IV.	V.	VI.	Total.
	13.	30.	30.	32.	34.	25.	164.

Lower School.—On the roll, 281. Present at the inspection, 252; in 5 classes, thus distributed; viz.—

Class	I.	II.	III.	IV.	V.	Total.
	41.	54.	55.	57.	45.	252.

The average daily attendance of the whole school (upper and lower together) is about 420 boys. The school is entirely a day school. Two of the acting masters have school-houses, but they are not permitted to take boarders. A third school-house is occupied by an ex-master, who has also a pension of 100*l.* a year.

The staff of the school consists of the following officials:—

General. (*i.e.*, employed for the whole establishment.)

A warden.

Three examiners; viz.
1. Head master of one of the largest London schools. D.D. Cantab.
2. Professor King's College, London University.
3. Ex-principal of Normal school for training elementary teachers.

A head master (M.A. Cantab. Resident. Salary 500*l.* per annum. Has the general superintendence of both schools.)

A French master (non-resident, Frenchman). Salary, 90*l.* a year. Attends two days a week; three hours each day, giving one hour to each of the three French classes.)

A drawing master (non-resident).

An organist.

A band master.

For the Upper School:

First master of the upper school (B.A. Cantab. Non-resident. Salary, 200*l.* a year).

Four assistant masters (non-resident). All trained at the National Society's Normal School in Battersea, and certificated by the Committee of Council on Education as fit teachers in elementary schools. (Salaries, from 120*l.* to 140*l.* per annum).

A drill master.

For the Lower School:—

First master of the lower school trained at Battersea, and certificated (as above). Resident. Salary, 170*l.* per annum.

First assistant master. Resident. Untrained; uncertificated. Formerly a pupil in this school. Salary, 130*l.* per annum.

Second assistant master trained at Battersea, and certificated. Salary, 100*l.* per annum. (Non-resident.)

Third assistant master (non-resident). Untrained; uncertificated. Formerly a pupil in this school. Salary, 80*l.* per annum.

Two paid monitors. Formerly pupils in the school. Wages, 7*s.* per week.

A drill master.

So that, for the average attendance of 420 boys, there are 12 *regular* teachers, exclusive of the French and drawing masters, whose attendance is only *occasional*, and of the drill masters, organist, and band master. The amount of salary paid to these regular teachers (exclusive of houses rent free, pensions, &c.) is about 1,700*l.* per annum; all of which proceeds from endowment, there being no capitation fees, that is, nothing whatever paid by the parents. So the average cost per boy for *regular* teaching in the school is about 4*l.* a head per annum, calculated on an average attendance of 420 boys. This *regular* teaching, it will be seen, consists mainly of *English*; though a few (six) boys in the upper

school are taught Latin and Greek. French taught to about 30, and drawing taught to about 70, boys, are not considered in this calculation, which concerns the teaching of elementary subjects to 420 boys, with the addition of Latin to six and Greek to two of them. And the proportion of teachers to boys for the teaching of these regular subjects is as 1 to 42, exclusive of the two monitors. In the lower school, it will be observed, the classes are practically larger, in the upper school somewhat smaller, than this. All the officers of the establishment are appointed by the governors.

Inspection of Upper School.—The masters in the upper school appeared to me on the whole decidedly efficient. They are active intelligent teachers, and most of them handled their classes with vigour and judgment. The order and discipline in the large upper school were decidedly good, and I was agreeably surprised at the tone and behaviour of the scholars. Any inspection of this school is a severe trial in this respect ; for the boys are almost all assembled together in one very large room, in which there is a most annoying echo. Indeed the difficulties with which the head master and his assistants in the upper school have to contend, are, perhaps, greater than those of any other school which I visited ; and as it will be necessary for me to state many facts which may seem to prove that the school is in a most unsatisfactory condition, (considering its large endowment, the intention of its founders, and the wants of this part of London), I desire to take this opportunity of saying at once that this condition arises from causes entirely beyond the control of the head master ; that he is in no way responsible for this condition of the school ; that, on the contrary he has used every endeavour to amend it ; and that, where many men would have lost heart and either resigned a painful situation, or acquiesced in its remaining a sinecure, he has made the best he could of the materials before him, and produced some results, which, under the circumstances, are highly creditable. I may add, too, that the very anomalous condition of the school made it extremely difficult to form a judgment on the merit of the teachers. The head master is efficiently seconded in the upper school by his assistants, three of whom were trained as elementary teachers. They have, as a rule, to teach nothing but English ; but the senior of them has qualified himself since he left the normal school, to teach higher mathematics, and the rudiments of French and Latin grammar. These teachers are all engaged at a minimum salary as assistant English masters in the lower school, and then raised to the upper school if successful, with a gradually increasing salary. Thus, though the head master does not appoint them, he has practically much influence in recommending them. (See, however, general report, page 285.) The difficulty in regard to the employment of trained and certificated masters mentioned in general report, page 311, is not felt here at present, because the boys are of a social class, parallel to that from which these masters are drawn ; and no doubt these are the best men that can at present be found for teaching English to large classes.

Inspection of the Lower School.—The difficulty in respect to shape and situation of schoolroom experienced by the teachers of the lower is even greater than that in the upper school. All the boys of this department are together in one very large room, to which there are no classrooms, but only a lobby and a most inconvenient gallery. The echo in this room is worse than in the other. Considering these great difficulties, the order in this department, is on the whole, very fair. The first master appeared to me to be a capable teacher, to understand his work very well, and to be a firm but mild disciplinarian. He is not responsible for the curriculum pursued in the department, for which the governors, head master, and examiners are jointly responsible. Of the three assistant masters in this department, the third (junior,) seemed to me very efficient, being evidently a valuable teacher. Of the two others I formed no very high opinion. The monitors were not sufficiently active and methodical, though considering the short time they had been teaching (three months, and one year and a half respectively), they were not perhaps inferior to pupil teachers of a similar standing; but it is impossible in such premises as these for the head master to exercise any adequate general supervision.

IV. *Examination of the Upper School.*—The upper school is in six classes, with two removes in each; but there is much subdivision, owing to the inequality in age and attaintments, and to the fluctuating and irregular attendance of the boys. I found the social grade of the boys in this department to be little, if at all, different from that of boys in a National or British school. Their social position had been gradually falling for some time, and was then at its lowest. (See, however, note on page 329, general report). The condition of the boys in the first English class (the aristocracy of the school) will be seen from the following table The school is *separately* classified for (1) English (including geography and history), (2) Latin, (3) French, (4) arithmetic, and mathematics. This system is one which gives some trouble, and the practical details of which are difficult to arrange and administer but it is one which the most liberal and active masters in secondary schools justly recommend, and which is particularly essential in such a school as this, where the boys are so unequal in their different subjects of study. I inspected and examined portions of the school under each of these four classifications.

The first English class consisted of 21 boys; *average age only about* 13 *years;* average time in this school about $4\frac{1}{4}$ years. (This age, it will be seen, is reduced since the return made to the Commissioners in June 1865. The two boys then on the books, aged 16, were gone to King's College.) The second assistant master questioned them on geography, and I also questioned them on geography and history. They answered both the master and me very well, showing much general intelligence, the result of judicious teaching. They then had three questions given them in English history, from the Conquest to the death of Henry II., to be answered on paper; and were required also to draw a map

of the South Coast of England in illustration. Only one hour was allowed them for this paper, and the result, as will be seen by the following table, was, on the whole, very satisfactory. This work was, on the whole, I think, quite as well done as it would have been by a first class in a good town National school under the old code; and the head boy and several others were much better informed than such children would be.

No.	Condition of Parent.	Time in School.	Age.	Result of the English Questions.
		Yrs. m.		
1	Policeman's widow -	4 6	14	An excellent hour's work. Spelling correct, and good composition. Map good.
2	Clerk - -	6 0	14	A good hour's work. Composition moderate. Map good.
3	Policeman - -	2 6	12	Fair work for his age. Map bad.
4	Commercial traveller	4 0	14	Fair knowledge. Composition bad, and map also.
5	City missionary -	4 0	12	Very fair for his age. Map good.
6	Publican - -	4 0	13	Map very fair. Very fair knowledge and work.
7	Shirt maker - -	5 0	13	Good hour's work. Map very good.
8	Basket maker - -	3 0	14	Composition poor, but knowledge fair, and map good.
9	Labourer - -	5 0	12	Quite confused. Spelling bad and map also.
10	None - -	5 0	13	Ditto.
11	Policeman - -	4 6	13	Knowledge and composition pretty fair. Spelling and map bad.
12	Sexton - -	2 0	14	Composition bad. Knowledge moderate. Map bad.
13	General shop - -	3 0	11	Confusion of mind. Map fair for age.
14	Tailor - -	4 0	11	Very fair. Map bad.
15	Messenger - -	4 0	12	Fair work. Map bad.
16	Railway servant -	4 6	13	Fair work. Map fair.
17	Tailor - -	7 0	14	Fair. Map bad.
18	Needlewoman - -	3 0	12	Very fair. Map good.
19	Ditto - -	3 0	13	Fair. Map fair.
20	Shirt maker - -	4 0	14	Fair. Map fair.
21	Collector - -	4 0	12	Composition bad; but general work fair for age.

When the school was in its arithmetic classification, I inspected and examined the first three classes. The third class was doing practice, proportion, and fractions. I gave them three elementary questions on these subjects, which they answered fairly, with the following results: 19 boys in the class.

1. Practice, 10 right, 9 wrong.
2. Easy addition of fractions, 18 right, 1 wrong.
3. Simplification of complex fraction, 5 right, 14 wrong.

This result, though not equal to what might be obtained by the adoption of first-rate methods of teaching, is better than what is generally produced by schools of this grade in London, and shows teaching which must be more careful and intelligent than the

average. The second class, 34 boys, was working higher arithmetic, as was also the first class. Three of the first class were also doing plane trigonometry. The work that they were doing seemed to me to be decidedly beyond the powers of almost all of them; nor do I think it natural to expect that boys of the average age of 13 years, and of their social position, should be able to do such work. The consequence of attempting it is that the back work is sure to be unsound, as was shown in the examination of these boys, who did the questions in back work very badly.

The *Latin class* (for there was but one, though there are two classical masters) consisted of six boys, one of whom was being prepared for the Oxford junior examination. This boy (who is marked No. 1 on the preceding table) did all his work (except the French) thoroughly well. He was evidently a talented boy, and well taught; but he was alone in his glory in the class. The rest appeared to be there chiefly for the sake of making a class for him, being most of them quite unable to do the work (Cæsar, Bell. Gall., V.) satisfactorily. Besides the head boy only two could read the text tolerably, and only one could construe it at all. The other three could hardly read the Latin aloud, and could not construe it in the least. It appeared as if they were quite unable to derive any real benefit from the lessons in translating from a Latin author such as Cæsar. I then gave the four inferior boys Paper XVII. (general report) to work on paper. They showed an almost entire ignorance of elementary Latin grammar, the concords, &c. In fact, the Latin of these four out of the six boys seemed to be an entire failure. The two other boys were evidently making good progress, and they also translated and parsed some Homer very fairly. Classics, in short, with all but these two boys in the school, were evidently useless, and not at all worth the four hours a day given to them. I must add, however, that since my inspection the head boy has greatly distinguished himself in the Oxford junior examination, having done extremely well in all the subjects excepting French, so that in his case at least the teaching has been fruitful, and will probably have the effect of opening to him an university education. But what is that among so many?

I inspected the school in its *French classification*, for which subject it is divided into three classes. There is only one French master for the whole school, and the amount of time which he gives to it has been already stated. The time which he has to give is, it will be seen, very short; and I am sorry to remark that it is further shortened by unpunctuality. I was at the school two French days, on one of which the master was 35 minutes, and on the other 30 minutes late; and I was informed that on the previous French day he was 40 minutes late. There is no examiner in French for the school, consequently the French master examines and reports upon his own pupils. His ability is not questioned, and his success with private pupils is said to be considerable. But he evidently takes no care or interest in this school; and, perhaps not unreasonably, despairs of being able to do much

good with the present class of boys. His method of teaching the three classes is this:—

During the two hours that he is occupied with the 2nd and 3rd classes, the first class prepares some work for him which he hears them during the third hour. The teaching was not satisfactory, and produced very little result. Before hearing this lesson, I had given the first class a piece (of Voltaire, Charles XII.) which they had lately read, as an exercise in dictation and translation, and the piece of composition and first two grammar questions in paper XIX. The following was the result of the work of the eight boys composing the first class:—

No.	Dictation.	Translation into English.	Translation into French.	Grammar.
1	Good	Good	Bad	Bad.
2	Bad	Bad	Pretty fair	Bad.
3	Failure	Failure	Failure	Failure.
4	Very bad	Failure	Failure	Failure.
5	Failure	Failure	Failure	Failure.
6	Failure	Failure	Failure	Failure.
7	Failure	Failure	Failure	Failure.
8	Good	Good	Failure	Failure.

The general conclusion to which I come in regard to the upper school is that the English teaching is good and the arithmetical teaching fair; but that, in the words of one of the governors, "classical teaching is here unproductive, showing no reasonable "result to the teaching-power or the expenditure" (general report, page 328); and that this result is owing to the abolition of fees and the closing of the school to non-parishioners, whereby the school has passed entirely into the occupation of the poorest class. I think also that the French teaching might, even under these circumstances, be better than it is.

Examination of the Lower School.—Besides inspecting the lower school, I examined the boys in reading and writing; and, more particularly the first class in arithmetic and dictation. The boys of this department are very nearly, if not quite, (I should be inclined to say *quite*), in as good a social position as those of the upper school. The governors present boys to either department indifferently, as they think fit; and it seems to be quite a chance in which school a boy, at starting, finds himself. In some instances, however, after a time, parents get their sons transferred from the upper to the lower school, preferring that they should give the whole of the short time allotted to their school life, to English. As a general rule, however, parents do not much care which department they enter.

The following table will give some idea of the class of boys, and should be compared with that of the upper school. The reading of the whole school appeared to me to be only moderate, as indeed might be expected from the nature of the schoolroom,

and the want of class rooms. Books also appeared to be deficient, *e. g.*, the first class read from Testaments only, and had no secular book. The reading of this class was not equal to that of a first class in a good National or British school. The writing in copy-books is fair, but wants more systematic correction throughout the school. The present method of correction is that described and condemned in my report to the Committee of Council on Education, published in the Blue Book for 1864-5, p. 69.

I gave eight lines of not difficult dictation to the first division of the first class, thirty boys, the result of which is given in the table following. In arithmetic this division was doing interest and discount, and professed some knowledge of fractions and decimals; so I gave them three questions, viz., Paper I. 4, (preliminary) 4 (higher) and another not printed. The result is seen in the following table:

No.	Occupation of Parent.	Age.	Time in School.	Errors in Dictation.	Sums done correctly.		
		Years.	Years.				
1	Journeyman carpenter	11	$3\frac{1}{2}$	7	0	1	0
2	Licensed victualler	12	5	11	0	1	0
3	Corn merchant	12	3	12	0	1	0
4	Labourer	13	4	11	0	1	0
5	Custom House officer	12	4	6	0	$\frac{1}{2}$	0
6	Butcher	14	7	0	0	1	0
7	Steward Navigation Co.	14	7	15	0	$\frac{1}{2}$	0
8	Clerk	12	3	5	0	$\frac{1}{2}$	0
9	Clerk	12	5	14	0	$\frac{1}{2}$	0
10	Surgeon	13	7	13	0	1	0
11	Seaman	11	1	10	0	$\frac{1}{2}$	0
12	Grocer	11	$1\frac{1}{2}$	9	0	1	0
13	Journeyman butcher	12	4	17	0	0	0
14	Tanner	12	5	11	0	1	0
15	Wharfinger's foreman	11	4	13	0	1	0
16	Costermonger	12	4	15	0	1	0
17	Journeyman cooper	11	5	8	0	1	0
18	Ironer	13	3	7	0	1	0
19	Captain, steamboat	12	4	11	0	$\frac{1}{2}$	0
20	Oil and colour man	13	4	5	0	1	0
21	Carman	13	5	4	0	1	0
22		13	5	13	0	$\frac{1}{2}$	0
23		14	7	2	0	$\frac{1}{2}$	0
24		12	5	5	0	0	0
25		13	3	1	0	$\frac{1}{2}$	0
26		13	4	14	0	1	0
27		9	$2\frac{1}{2}$	4	0	1	0
28		11	4	21	0	1	0
29		10	$2\frac{1}{2}$	7	0	$\frac{1}{2}$	0
30		13	3	20	0	1	0

From this table it appears that the first 30 boys in the school, whose average age was 12 years and whose average time in school was 4 years, could not do a plain easy piece of dictation given very slowly, and with every precaution for their taking it down correctly, with better results than the following: average number of errors (mis-spellings or misplaced capitals) $= 9\frac{1}{3}$ each in the eight

lines; only one boy correct; and the writing not quite satisfactory. They wrote very slowly too, being almost as troublesome to give dictation to as a third standard in an elementary school. I only took down the occupation of the parents of the first 21 boys, as that is the number in the other school with which a comparison is to be made.

I am not prepared to say that in this department the masters neglect their duty, though I think that in the case of one or two of them there might be more energy and method. It seems clear, however, that they are inclined to disregard the elementary work and push the boys on too rapidly and in an unsound condition to higher subjects, while the lower remain imperfectly understood, un-assimilated, and therefore speedily forgotten. For this result I think the official school examiners are partly to blame, who pitch their questions too high and look in their reports more to the width and variety of the subjects professed, than the soundness of the work and its suitability to the age of the boys. The first master admitted to me that three months before the examination at Midsummer all their energies were bestowed on cramming up special subjects in geography and arithmetic in which they presented themselves for examination. The examiners report on *composition*, while writing and spelling remain bad; and on higher arithmetic while the lower is unsound. Indeed the sense of the nation has lately sufficiently settled the question of high work for labourers' children. The master says he aims at the standard of a first-year pupil teacher; but the fact is that the work is decidedly beyond that, going up to the standard of a third or fourth year pupil teacher, (e.g., in history, geography, and arithmetic). This with boys of the average age of little more than 12 years, and of this class, and in these buildings, and with this staff of masters, (one to every 60 boys exclusive of the two young and inexperienced monitors) is a mistake.

The Commissioners will judge from these statements how far my inspection and examination corroborate the views expressed on behalf of the majority of the governors by one of their body (general report, page 328) and those expressed by the head-master in his returns to the Commission.

The business of the school examiners is to examine the school once a year at Midsummer in some of the subjects taught. One of these three gentlemen examines in classics. His task is not onerous at present. Another examines in arithmetic and mathematics, and the third in English. They *send their papers to the school*, which are given out to the boys by the masters and worked under the superintendence of the masters. When finished, the papers are sealed up and returned to the examiners, who review them, and thereupon draw up their report. I have expressed my opinion on such examinations at page 317 of my general report. I may add that I was unable to find in the examiners' reports any statement calling the governors' attention to the anomalous condition of the school, or pointing out that it is flooded by boys to whom the present instruction is unsuitable. (See general report, page 318–319.)

V. The buildings of this school may be described as a fine gothic mansion, *built for architectural effect rather than for scholastic use.* The rooms are large, the stair-cases fine, the library handsome. The upper school has one large fine room and two very fair class rooms. The large room is ill ventilated and inconveniently large for the purpose of instruction; and, indeed, if intended for public meetings, it is not successful on account of the echo. Formerly there were curtains between the classes, but these were taken down because the ventilation was moderate. The lower school has really only one very large fine room, and no proper class room. A small lobby or cloakroom and a gallery are used for some of the classes, and the boys are also marched out into the passage to read. This department feels the want of classrooms extremely. It ought to be divided down the middle and one half to be boxed off into classrooms; or else to have classrooms built out against it on one or more sides. I understand that this was the architect's original intention; but that only part of his plan has been carried into execution. I am also informed that the architect and surveyor to the governors, who built the schools, objects to any subdivision of the large rooms Space has been much wasted in these school buildings, which, however pompous they may be, show little knowledge of educational requirements. They are only about 10 years old, the old buildings having been taken by a railway company, and it would be a fortunate thing for the school if another railway company would come and take the new buildings.

VI. Some of the governors were good enough to meet me, but it is not necessary that I should here state the result of my conversations and correspondence with them regarding the future of the school, as that result is stated in my general report (pages 329 to 333).

SIR ANDREW JUDDE'S SCHOOL, TONBRIDGE.

REPORT BY C. J. ELTON, ESQ.

This school is already of considerable importance, and its revenues will within 40 years be increased so largely that it is necessary to consider with much minuteness the merits of the scheme by which it is governed.

In three years the revenues will very probably be increased by 1,800*l.* or 2,000*l.* yearly; after a further augmentation a few years later, they will become very great in 1906, when an important building lease of land in London will fall in. The probable revenue has been variously estimated at 80,000*l.* per annum (by Mr. Gladstone, when Chancellor of the Exchequer), and at 20,000*l.* per annum by the school authorities. It will probably much exceed the latter estimate. The founder's intentions were: (1.) To provide free instruction in grammar to the boys residing in Tonbridge and "the adjacent country;" and (2.) To benefit the town by bringing boarders to the houses of the head master and of the inhabitants.

The school having become rich by accident, as it may be said, the founder's intentions have been disregarded in most points. The instruction is comparatively expensive, and it is not considered desirable that townspeople, not being masters in the school, should receive boarders. In one matter, however, his (supposed) intention is followed in a manner which threatens to destroy the usefulness of his school. In the schemes of 1825 and 1844 the words "adjacent country" have been construed to mean a district measured along the roads by a radius of ten miles from Tonbridge Church. All boys whose parents have *bonâ fide* resided within this district for five years are on the foundation; all others are in "the second class." Boys of both classes are eligible to the sixteen founder's exhibitions, each worth 100*l.* per annum, for which a yearly competitive examination is held; *but foundationers, if duly qualified, are to be preferred to all others.* No one knows what is the due qualification; the parents contend, with some reason, that every foundationer must be preferred, if there is a reasonable hope that he will pass through Oxford or Cambridge.

Great disputes have arisen on this matter between such parents and the masters and examiners of the school, and legal proceedings have more than once been threatened. It is found that when the number of foundationers in the fifth and sixth forms is small idleness is encouraged by this rule, and deserving boys of the second class are disheartened. It is not known that the founder intended any such distinction of classes, nor, if he did so intend, is there any reason for retaining the present

system. The parents of the foundationers are not the tradesmen of Tonbridge, but for the most part persons of a somewhat higher social position, living in the place in order to gain the local privilege above mentioned for their sons. It may fairly be doubted whether the privilege was created in 1825 for their benefit. The governors (the Skinners Company), the head and assistant masters, and the examiners appointed from time to time by All Souls College and the Skinners Company, are all sensible of the evils now produced by it, and wish that the scheme may be improved.

Four classical exhibitions of great value are too much for the school in its present condition. Two at least of them should be given for proficiency in mathematics and modern languages. At present a small number of boys (about 3 per cent.) go to the universities, and fewer still would go if these classical prizes were diminished in number. At present the gain of an exhibition is often a loss to the boy.

The exhibitions should be thrown open to competition, increased in number, reduced in value, and apportioned between a classical and a modern department. More minor exhibitions tenable at the school should be provided. An attempt lately made to get these small exhibitions established by the governors has failed since the date of my visit.

Taking into account the professions which are usually chosen by the boys on leaving school, it seems very necessary that a modern department should in some way be created. A "modern form" existed for a short time; but the fees were too high for its success, and separate rooms with separate masters were required. Latin should still be taught to all the boys, but modern languages might replace classical composition and the study of Greek for boys on the modern side of the school. At present the teaching is mainly classical, with a fair amount of instruction in French, mathematics, and some other "extra subjects." The classical teaching is good. The sixth form is well advanced, and the scholars examined by me did very well in Thucydides and Juvenal, and passed a good examination in ancient history. One of the exhibitioners was well informed in modern history, but I should not think that sufficient importance was attached to this subject. The younger classes did well. Their construing of easy authors was accurate, and their knowledge of Latin and Greek grammar was satisfactory. I was much pleased with the mathematical papers sent up by some of the higher boys during my visit, but there is a tendency in the two highest forms to neglect mathematics and modern languages, the whole tendency of the school being classical. Much more attention should be paid to modern subjects. I cannot speak too highly of the care taken by the head master to maintain the discipline and promote the comfort of the whole school. There is a fine chapel and a good playground, and the arrangements for boarders in the school house are excellent.

Considering the approaching increase of the revenues of this charity, I think that the following alterations should be made, in addition to those above proposed :—

When the income expands the fees for tuition should be considerably reduced. The necessity for paying private tutors should be removed. No charge should be made for French or mathematics The modern department should be entirely separated from the classical school. The salaries of the masters should be raised, and not, as now, paid chiefly by the head and second masters. Two public examiners at least should be annually appointed. If possible, public examiners in the modern languages should be provided annually. The second master should be responsible to the head master, and not, as now, to the governors alone. When the course of instruction is somewhat changed, and local privileges abolished, the school will rise prominently into notice.

The tradesmen of Tonbridge are not, on the whole, satisfied with the state of this school. It is true that the large number of the boarders in the school house and other houses gives a great stimulus to trade. Again, many people are attracted, by the comparative cheapness of the education for day boys, to live at Tonbridge for the three years necessary to gain the full privileges of the foundation. But they cannot send their sons to the school for two reasons : the education is so thoroughly classical, and they fear class prejudices among the boys. There is one tradesman's son from the town now in the school. No such feeling has ever been displayed towards him, but the suspicion of such an evil as social pride among the present set of boys is in itself a great misfortune. There is not, after all, such a great separation of ranks as has been imagined. If the school were thrown more open to the tradesmen of the town, it is absurd to suppose that the present set of boys would be injured by their society. It is not anticipated that the very poor tradesmen would in any case use the foundation, although without doubt the clever son of the poorest man should have a chance of entering the town school by means of an exhibition, or after an examination. If modern classes were fairly established, I think that a good many of the wealthier shopkeepers would use the school for their children, and it is possible that the fear of such a result has hitherto impeded the free development of this modern department. It is not unlikely that many of these boys would choose to go to the university if successful in gaining a good exhibition. At present the system of education is that of a large public school sending a majority of its scholars to the university, but the results are disproportionate to the means employed, as has been shown above. Few go to Oxford and Cambridge, and of those few some had better remain away. A young man without money and destined for one of the minor professions cannot properly afford to spend three years in taking a bare degree or small honours, even though he has taken a rich exhibition from the school. All the scholars, after reaching the middle of the school, should have an option of preparing specially for their various professions, with the chance of help from exhibitions.

It would no doubt be a good thing for the town if a middle school could be established in connexion with the grammar school, which would supply the latter with a succession of industrious boys promoted by merit shown in the annual examinations. The funds of the charity will be quite sufficient in a few years to do this.

It may be observed that the school was intended to benefit the poorer inhabitants of the town. This may be collected from the facts that the endowment was originally of very trifling value, and that the statutes, as approved by Archbishop Parker, provided for the gratuitous instruction of such day boys as could write competently and read English and Latin perfectly.

In 1765 the Skinners Company took counsel with the most eminent lawyers as to the extent of the freedom of the school, and resolved "that the children of the town and parish of Tonbridge, "qualified as above described, should be instructed without pay-"ment of any consideration except the statutable entrance fee. "The exhibitions also were defined to be for the benefit of "poor "scholars."

A sum of money was bequeathed by a Mr. Strong in the last century "for the apprenticing to some marine business of a "scholar educated at the great school in Tonbridge." The head master is desirous of claiming the income of this fund as an exhibition for a boy from his school meant for the naval service, civil engineering, ship building, or the like. The inhabitants of the town are, however, opposed to this plan, asserting with some reason that too much of the benefit of the charity has already been diverted from the tradesmen and poorer residents in Tonbridge.

MEMORANDUM ON CATHEDRAL SCHOOLS.

REPORT BY C. J. ELTON, ESQ.

AFTER the suppression of the monasteries by Henry VIII. thirteen Cathedrals were founded to carry out the pious uses which had fallen into neglect.

The design of these Cathedrals may be gathered from the charters and statutes given to them, from the preamble to the Act 31 Henry VIII., c. 9, and from the explanation given by Queen Elizabeth of her father's legislation in the matter.*

Cath. Comm. 1 Rep. App. 125, and Foundation Deed of Westminster, p. 79.

The charters and statutes are uniform in all their main features.

Cath. Comm. 1 Rep. ix.

The pious uses for which these Cathedrals were founded are threefold, viz.:—

1. Divine service;
2. Religious and liberal education;
3. Almsgiving.

One of the main objects of every cathedral foundation was the instruction of youth in "devotion and learning;† and the new Cathedrals were specially instituted to restore that "exquisitam linguarum et scientiarum cognitionem,"‡ which was said once to have flourished in the monasteries, which they replace.

Objects of Cathedral foundations.

The schools form an integral part of each of these Cathedrals, not a mere adjunct. They were not, therefore, founded "in connexion with the Cathedrals," a mode of expression which is common,

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* *a.* "Nos . . . nihil magis ex animo affectantes quam ut vera religio verusque Dei cultus inibi non modo non aboleatur sed in integrum potius restituatur . . . operam dedimus, ut in posterum ibidem sacrorum eloquiorum documenta et nostræ salutiferæ redemptionis sacramenta purè administrentur, bonorum morum disciplina sincere observetur, *juventus in literis liberaliter instituatur*, senectus viribus defecta . . . rebus ad victum necessariis condigne foveatur, . . . idcirco nos quandam ecclesiam cathedralem de uno decano presbitero et octo prebendariis presbiteris ibidem omnipotenti Deo omnino et in perpetuum servituris creari . . . decrevimus, et eandem ecclesiam cathedralem de uno decano presbitero et octo prebendariis presbiteris *cum aliis ministris ad divinum cultum necessariis* . . . creamus."—Carta Fundacionis, Ely, 1542.

b. "To the intent that God's word might the better be set forth, children brought up in learning, clerks nourished in the University, old servants decayed to have living, almshouses for poor folk to be sustained in, readers of Greek, Hebrew, and Latin to have good stipend . . ."—31 Hen. 8. c. 9.

c. Queen Elizabeth, after pointing out that the monasteries had sunk into superstition, ignorance, and vice, proceeds, "noster parens . . . magis e re "Christianâ ducens ut ubi ignorantia et superstitio regnabant, ibi sincerus "Dei cultus vigeat, et non solum . . . evangelium assidue et pure prædicari, "sed etiam hereses et prava dogmata reprimi et expurgari queant: præterea "*ut ad Christianæ fidei et pietatis incrementa juventus* (*quæ regni nostri* "*seminarium existit*) *in bonis literis recte instituatur . . . in ipsorum monas-* "*teriorum loco . . ecclesias ad hos pios usus superius commemoratos magnifice* "*erexit* . . ."—Queen Elizabeth's Statutes of Ely, preamble.

† "In omni Cathedrali Ecclesiâ et aliâ etiam, cujus sufficere potuerunt facultates, ordinetur magister qui scholares in grammaticâ informet: cui de Ecclesiâ provideatur."—Cath. Comm. 1 Rep. xxiv.

‡ Queen's Elizabeth's preamble to Ely Statutes.

but liable to lead to mistakes in the treatment of any questions as to the employment of increased cathedral revenues. It would be a mistake of this kind to treat the endowment of such schools as "a charity on a charity," *i.e.*, a charge on the revenues of a separate charitable corporation.

Place of poor scholars in Cathedral.

This is shown by the language of the statutes * respecting the masters and scholars, as well as by the general declarations of the trusts above cited.

Thus among those receiving sustenance or stipend *in the Cathedral* are enumerated the choristers and their master, and the grammar scholars and their masters.†

Ely Stat. c. 1.

The office of the dean is to superintend the other members of the cathedral, veluti oculus in corpore. He is therefore (inter alia) bound to see that the school-boys are competently taught. He is also to provide a music-master for the choristers serving in the choir.

C. 5.

C. 24.

C. 25.

The "poor scholars of the cathedral" ‡ were to be elected by the dean and chapter expressly that "piety and learning might flourish in the Cathedral, and in time bear fruit to the glory of God and the advantage and adornment of the state.§ These "pueri ecclesiæ" were to be maintained at the charge of the Cathedral, as well as the choristers, and all the masters.

Cath. Comm. 1 Rep. xi.

Ely Stat. c. 30, 31. 35.

Out of the common revenues of the Cathedral the masters, scholars, and choristers were to receive stipends and livery gowns, as ministers of the Cathedral; for the masters as well as the grammar scholars (*qui in ecclesiâ aluntur*) had a part to take in the daily service.

In the older codes of these Cathedrals provision is made for a common table for all those who took a part in the service, and among these are again enumerated the masters and grammar scholars, ‖ where such were appointed by the founder.

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* The wording of the Ely statutes will be followed, as identical in the main with those of the other Cathedrals of the same foundation in the parts relating to education.

† "De numero eorum qui in ecclesiâ sustentantur aut stipendium accipiunt, c. 1. Statuimus et ordinamus ut sint perpetuo in dictâ ecclesiâ unus decanus, octo canonici . . . , viginti quatuor pueri ingrammaticâ erudiendi, duo informatores puerorum in grammaticâ . . . , qui quidem in eâdem ecclesiâ numero præscripto unusquisque suo ordine juxta statuta et ordinationes nostras sedulo inserviant."

‡ "Admitti in pauperes pueros ecclesiæ nostræ." "Ut nullus in pauperem discipulum ecclesiæ nostræ eligatur, qui . . . " "Illos ecclesiæ nostræ pueros." —c. 25.

§ "Ut pietas et bonæ literæ perpetuo in ecclesiâ nostrâ suppullulascant, crescant, floreant, et suo tempore in gloriam Dei et reipublicæ commodum et ornamentum fructificent statuimus et ordinamus ut . . . sint perpetuo in ecclesiâ nostrâ viginti quatuor pueri . . ."—*Ibidem.*

‖ *a.* De communi mensâ omnium ministrantium, c. 29 of Elizabethan Code. Ut qui una conveniunt et una Deum laudunt in choro una etiam comedant et Deum laudent in mensâ, statuimus et volumus, ut tam minores canonici et ministri omnes in choro, quam puerorum grammaticorum informatores, et alii etiam inferiores ministri . . . *b.* . . . pueri etiam musicam et grammaticam discentes in communi aula simul comedant et epulentur."

These notices show that the grammar school was from the first recognized as an important member of the cathedral body, and not as an excrescence, "a private institution," or a separate charity.

It remains to be considered, what provision out of the corporate revenue was made for the schools, and to what extent they are entitled to share in the increased wealth of the bodies to which they belong.

Proposal to educate poor students at Universities at cost of Cathedrals.

It was at first intended that a certain number of poor students should be maintained at the Universities out of the cathedral funds. The provisions for this purpose did not, however, take effect in the manner originally contemplated, most of the Cathedrals having relieved themselves of the charge by a cession of lands to the Crown.

Cath. Comm. 3 Rep. xvii.

In most of the new Cathedrals there was a school for the choristers, in which a master paid and maintained at the expense of the cathedral taught them church music and the rudiments of education.* Their extreme youth, and the necessity for the continual practice of music, would preclude their receiving a liberal education till they ceased to be choristers, at which time they might be admitted into the grammar school which was closely connected with the choristers' school. The choristers received free instruction and maintenance, and *in addition* a stipend for services performed.

They were also eligible to King's scholarships before the usual age for election, if properly qualified in other respects.†

Ely Stat. c. 25.

The grammar schools in the new Cathedrals were intended to benefit two classes of boys, viz.:—

α. The poor scholars of the Cathedral, or King's scholars.

β. All such other boys as might be sent to the school for a liberal education.‡

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b. These servants, or "inferiores ministri," were appointed to relieve the primary objects of the charity from incongruous services. "Quia nemo "divinis officiis digne inservire et secularibus ministeriis simul occupari potest, "ne in choro ministrantes ab officio impediantur, inferiores ministros substi- "tuendos decrevimus."—c. 27.

* Thus Canterbury was to maintain 24 students; Rochester, Ely, Peterborough, and Chester, 4 students each; Worcester, 12; and Westminster, 20. Some of the numbers were altered by a Commission appointed 1 Eliz. c. 22; the King's Studentships were retained finally by Rochester Cathedral alone. In Roch. Stat. c. 36, De scholasticis in academiis, it is enacted, "Nos quatuor "scholasticos volumus ut decanus et capitulum ex hac nostrâ scholâ semper "eligant et stipendio nostro donatos ad academiam mittant."—Cath. Comm. 1 Rep. App. 748.

† "The choristers are now in general provided with education free of cost. "They have annual stipends varying between 27*l*. at Durham and 3*l*. 6*s*. 8*d*. in "the least wealthy cathedrals, with other small allowances, and in many cases "an apprentice fee on quitting the choir.

"At Salisbury the choristers' school is well endowed. . . . The boys "are boarded in the master's house, instructed gratuitously both in music and "general knowledge; they have a provision for clothes, and an apprentice fee "of 30*l*. on leaving the choir.

"In some few instances we observe no provision for their general education." —Cath. Comm. 1 Rep. xxxiv.

At Carlisle where there are both a classical and an English department in the grammar school, the choristers are taught in the English department.

‡ "Tam viginti quatuor illos ecclesiæ nostræ pueros, quam alios quoscunque "grammaticam discendi gratiâ ad scholam nostram confluentes pietate excolat "et bonis literis exornet."—Ely St. c. 25.

The King's scholars were to be poor boys, as far as might be destitute of help from friends, with a natural aptitude for learning.* There are none in the poorer Cathedrals founded by Henry VIII.

Qualifications of poor scholars.

No boy could be elected without passing an examination in reading, writing, and the rudiments of grammar. The dean, or the sub-dean and the head master, conducted the preliminary examination. All candidates were to be between the ages of ten and sixteen, except in the case of choristers, who might be admitted earlier.

C. 25.

These scholarships were forfeitable on account of confirmed idleness or a gross inaptitude for progress.

Cath. Comm. 1 Rep. ix.; 3 Rep. xvii., xviii.

Each poor scholar was to receive *free board, lodging, and education, and in addition to this a small stipend for service in the cathedral, with an allowance for a livery gown.*

In the same manner the masters of the grammar school received free maintenance and lodging, livery gowns, *and stipends.*

The scholarships were held for six years, which might in special cases be prolonged to seven, a period considered by the founder to be sufficient for acquiring a grammatical knowledge of Latin, and the power of speaking Latin and writing Greek. In other words, the poor scholars were to be prepared for the University.

Social rank of poor scholars.

It is said that when these schools were founded a dispute arose among the Royal Commissioners as to the admission of poor children. Some wished none else to be put to school but only gentlemen's children; but Archbishop Cranmer defended the admission of all who would learn, from the lowest ranks upward. He would not exclude "the ploughman's son" from the benefits of learning; and "the poor man's son, by painstaking (he said), "will for the most part be learned, when the gentleman's son "will not take pains to get it. . . Wherefore, if the gentleman's "son be apt to learning, let him be admitted; if not apt, let the "poor man's child, that is apt, enter his room."

These extracts illustrate the founder's intention in charging the revenues with the maintenance of the poor scholars.

It has been suggested, with reference to Ely Cathedral, that when the statutes were altered, the obligation to maintain the scholars ceased. It is allowed that they are said to be "pauperes pueri de bonis ecclesiæ alendi," in the code as revised by Queen Elizabeth and Charles II.; but it is said that this *may* have been a mere phrase passed carelessly from one set of rules to another, without any strict attendance to its import. The common table had long been disused, yet no special provision (it is said) was made in lieu of it, for the maintenance of masters and scholars; but the quotations above extracted show, conclusively, that this maintenance of the deserving poor, willing and apt to receive a

Cath. Comm 1 Rep. App. 162.

* "Viginti quatuor pueri pauperes et amicorum ope ut plurimum destituti, "de bonis nostræ ecclesiæ alendi, ingeniis quoad fieri potest ad discendum "natis et aptis. Quos tamen admitti nolumus in pauperes pueros ecclesiæ "nostræ antequam noverint legere, scribere, et mediocriter calluerint prima "grammaticæ rudimenta, idque judicio decani, aut eo absente vice-decani et archididascali."—c. 25.

high education, has been an integral part of the Cathedral trusts in every period since the Reformation. The Cathedral Commissioners, therefore, did not accept the suggestion, but recommended that the boys on the foundation of the grammar schools should again receive a liberal education free of expense. 3 Rep. xviii.

The fact of a common table being retained, abolished, or restored, is a mere accident, having no effect on the primary obligation of maintenance.

The same opinion had before that time been delivered by the present Master of the Rolls. The question addressed to counsel (so far as it related to the maintenance of the poor scholars) was this:

Obligation of Deans and Chapters to maintain the poor scholars.

"Are the Dean and Chapter of . . . under a legal obligation "to defray the costs of the maintenance of the foundation scholars "out of the common funds of the Cathedral? Do the terms of "the original grant to the Dean and Chapter, or does the assignment of 10*d.* a week for commons, 8*s.* 4*d.* for livery, and 1*s.* 8*d.* "for stipend to the said scholars, or does desuetude, or any other "legally valid plea, release the Dean and Chapter from the obligation of maintaining the scholars to the extent of board and "lodging at least?"

Opinion of Sir J. Romilly and W. D. Lewis, Esq., Nov. 25, 1849.

The answer was an opinion to this effect: "The Dean and "Chapter are under an obligation, in the nature of a trust, to "defray the costs of the maintenance of the foundation scholars, "nominated pursuant to the statutes, out of the common funds "of the Cathedral. Desuetude would not constitute a valid "plea to release the Dean and Chapter from the obligation "which, as above stated, the statutes impose upon them."

The Dean and Chapter of the particular Cathedral affected by this opinion very soon enlarged the payments to the King's scholars, and several others have followed that example.

But the recommendation of the Cathedral Commissioners has not yet been fully carried out. The foundation scholars do not receive enough to relieve them from any expense for board, lodging, and tuition. It is true that the qualifications for electing *poor* scholars are in general neglected, so that the foundation boys do not require so ample a benefit. There is, however, no reason why the old qualification should not again be required.

It was said, indeed, at one time that the charity, as intended to be applied by the founder, is unsuited to the wants of modern society.

Objections made to discharging the ancient trust.

"The statutes were framed when the middle classes were few "in number, and when the distinction between the privileged "and richer classes and the poor was much more marked than at "present. The principle of competition was little understood, "and it seemed to be assumed that the most effectual mode of "encouraging learning and of providing the church and other "professions with fit and able men, was to provide a nearly "gratuitous education *for the poor*." Again, "To make poverty "the sole ground of preferment would be fatally to degrade the "tone and character of the school, by filling it with boys whose

" presence would tend to exclude those of a higher class. On the " whole we are clearly of opinion that merit alone should be the " test, that the school should be open to all ranks, and that its " prizes should be impartially assigned to those whose good conduct " and superior attainments place them above their fellows, regard " being had to poverty in cases of equality only."

Cath. Comm. 1 Rep. App. 163.

Reasons for reviving the trusts.

It may be conceded that to make poverty alone a condition for a scholarship would tend to degrade and destroy the school; but it must be remembered that the founder never intended to make mere poverty a qualification. The boys were to be poor, of a class who could not otherwise attend the school, and not only fit for and desirous of a good education, but capable of passing a good examination before admission. Moreover, the tenure of their scholarships depended on continued aptitude and perseverance. This scheme can hardly be termed obsolete. It is the very same of which an extension is now desired in every part of the kingdom. Poor and clever lads are to be helped to the education which they would vainly desire without scholarships and exhibitions. The objections against the scheme are equally valid against any reform of the grammar schools in the way of opening them to the classes which are now practically excluded.

But it may be urged, that the open avowal of poverty in any one class of scholars may degrade the school in the eyes of richer parents, and stir up social prejudices among the boys. It is not, however, certain that the recognition of *meritorious* poverty would produce these evil results. Some good authorities have recommended that the proof of poverty should not be openly demanded, but a confidence reposed in richer parents not to send their sons to compete against their poorer neighbours. This may be very well, but let us suppose that the difficulty still occurs; then the questions arise: For which class, the rich or the poor, was the school more especially endowed? Would it not be better that the rich should use other schools, if they feel an aversion to mixing with poor scholars, than that the latter should use no school at all, or no school which can supply a first-class education?

The case has constantly arisen that a town school has been usurped by a rich class of strangers, and it is generally held in such an event that the middle classes of the town ought to be educated in their school, even if all the others should withdraw from it.

There is another important consideration. Unless these scholarships are placed on the old footing the poorer class will never be able to attend the school so as to compete for its prizes. The scholarships may be open to all ranks in such a way that only one can ever afford to try for them. In whatever way we look at the subject, it is clear that the deserving poor will be excluded unless, either by positive enactment or the gradual growth of a refined feeling among the parents, the way to large prizes is left open to them.

But the prizes must be really worth a poor man's struggle to obtain them. Free tuition at an expensive school is hardly enough.

The successful scholar ought to be relieved of the fear of future expense so long as he deserves to retain his scholarship. Either free board, lodging, and tuition should be provided, as suggested by the Cathedral Commissioners, or (if it is thought better that some expense should fall on the parent even of a deserving scholar) partial help should be given to a greater number: but the latter course is the more liable to abuse.

Statutable stipends of poor scholars.

Besides the tuition and maintenance out of the corporate revenues, the poor scholars and their masters were entitled to statutable stipends of a very small amount.

These stipends must be distinguished from the allowances in lieu of maintenance which have been given in most cathedrals. One great difference is this: The latter must increase with a rise in the value of money, *whether the ancient amount were or were not mentioned in the later statutes, and whether it has or has not been custc mary to alter them,* for the obligation of maintaining the poor scholars remains fresh and unaltered: but there is no such absolute necessity for increasing *all* the stipends for service in the sams manner.

Stipends of masters.

As to the master's stipends, indeed, an increase may become necessary in this way. In any event the Dean and Chapter are bound to obtain the services of good scholars, gentlemen of high character educated at the Universities. The price of such services must vary with the price of labour generally, and therefore their salaries must be from time to time increased. The Deans and Chapters are bound to get good masters, not masters as good as can be got for 20*l.* or any other ancient stipend.

It has occasionally happened that other benefactors have endowed the cathedral masterships, and in such cases the deans and chapters are not bound to ignore the addition of income, but may employ their increased revenues on the other trusts exclusively.

But the case of the poor scholars' ancient stipends is somewhat different. It may have been desirable to give them something at first, perhaps to mark their membership in the cathedral corporation. However that may be, it may not now be considered necessary to pay them for attending the service; and so long as they receive a free or very cheap education and maintenance, it is comparatively unimportant that these small salaries should be multiplied.

Claim of schools to share *pro ratâ* in increased Cathedral revenues.

It has been maintained indeed with great learning and perseverance, that every member and servant of the cathedral had a statutory stipend, so that the original income was exhausted, and therefore that every increase of income as it accrues ought to be distributed *pro ratâ* among all the stipendiaries.

Both the fact of the exhaustion and the legality of the inference have been disputed.

The most important rules governing the distribution of increased revenues of lands given to a charitable corporation are briefly these:—

When the founder expressly apportioned in definite proportions the entire income among the members, an increase will be divided

among them in the same proportion. But if the gift were to a charitable corporation on certain trusts, with an order to make specified payments to its members, ministers, and servants, the surplus will not be so apportioned, but will be applicable generally to the original trusts, whether the payments so ordered exhausted the original income or not.

The case has been put thus. The founder noticed the exact value of his gift, and showed no expectation of an increased value; he exhausted the original income in stipends and charges of various kinds; he gave the dean and the canons stipends higher than the rest, but equally definite; here surely he meant to perpetuate ratios of payment, and each stipend must always form the same fraction of the whole income whether it be increased or diminished.*

Or, more fully, in the words of a gentleman who has written on this controversy:—

1. It is established that the deans and prebendaries of the new foundation had originally their yearly stipends fixed, limited, and determined, as strictly and closely as any other members of their respective foundations.
2. That the original revenues of these cathedrals were exhausted, or intended so to be, by the statutable charges, stipends, and apportionments, for which the founders made them liable.
3. That their statutes contain no provision, express or implied, that the deans and prebendaries should exclusively take a surplus, which indeed could hardly have arisen, had all the statutable stipends been from time to time augmented so as to meet the changes in the value of money.

The inference drawn was, as stated above, that all the increased revenues ought legally to be apportioned among the persons named in the schemes of foundation, each taking the same fraction of the present income as his predecessor took, or was meant to take, of the original income.

Objections to claim for such *pro ratâ* distribution.

It is clear that many objections can be made to this inference, *e.g.* from the fact that the persons named in the scheme were by no means on the same level of charity in the founder's mind. Thus we cannot suppose that the servants of the ministers in the cathedral were meant to be benefited in the same way as the ministers

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* Some paragraphs of the learned opinion above cited appear to concur in this conclusion, assuming that the original revenues were exhausted among the stipendiaries.

"We think that the proportion of the increased income applicable for the "maintenance of the university students and foundation scholars is to be regu- "lated by the proportion which the statutable stipends, assigned for their "benefit, bear to the other stipends assigned by the statutes. Should the "share thus ascertained be found more than adequate to provide board and "lodging for the students and scholars, it may be doubtful whether the sur- "plus would go in augmentation of their maintenance, or in the extension of "the limits of the charity to other students and scholars. . . . The "increase of the rents became applicable to the augmentation *pro ratâ* of the "various specific payments directed by the statutes, or to corresponding pur- "poses upon the principle of cy-près applied to charities."

themselves. Even if we place among the ministers all those who took part in the divine service, as masters, scholars, and bedesmen, there remains a class of menial servants who were not directly *cestuis-que-trustent* of the dean and chapter, and in the payment of whose wages the Crown has not thought fit to interfere. Their government and dismissals, and the reduction or increase of their numbers, has been the private business of the governors of each cathedral, ever since the establishment was delivered complete into their hands by the founder. It is easy to see the convenience of giving an income at first which should exactly suffice for the expected outgoings, and which would in all probability be elastic enough to grow with the increased expense of living as the value of money changed. But it is difficult to imagine that a fixed proportion of the income was always to be expended on the same classes of servants. If for instance a mine had been discovered or a quarry opened on a cathedral estate, we cannot suppose that the servants would have been entitled to a share in the proceeds, or that a larger establishment with more servants of the same kind should have been provided. Accordingly when the common table in hall was discontinued, several of these subordinate offices were suppressed by the governing bodies. This could not have been done legally, if all persons mentioned in the scheme of foundation were each in his own proportion direct objects of the founder's bounty; and therefore we cannot deduce from the fact, that he gave no more than seemed necessary at the time for the whole establishment, an argument that he thereby created perpetual ratios of payment.*

In the case of the claim made by the students of Christ church, Oxford, to participate in the benefits arising from the Act 18 Eliz. c. 6, it was held that the benefits belonged to the Dean and Chapter. This Act provided that a portion of the rents reserved in certain ancient leases should be paid in corn, and the students claimed a *pro ratâ* share in the increased revenue, according to the proportion borne by their ancient stipends to the total original revenue of the Cathedral. Sir Hugh Cairns and Sir Roundell Palmer have written on this case in discussing a claim which was said to be similar, and have given the following summary of the law upon the point:—

"The deed of dotation was an absolute grant to the Dean and "Chapter beneficially of the estates therein comprised, subject "only to a condition or contract on their part to make the specific "payments therein mentioned, and the persons therein named are "not legally entitled to any increased benefit by reason of the "improved value of their estates. We do not find in the instru-"ments any trust, express or implied, for charitable purposes, "further than to the extent of the special charges imposed. The

* In the case of the Attorney-General v. Magdalene College, Oxford, it was settled that the "ministri" of a cathedral do not stand on the same footing as the Dean and Chapter, the actual donees of the lands. The same principle has been carried out in later cases.

"rule of law is, in such cases, well established; that if the entire in-
"come of lands devoted to charitable purposes is by the instrument
"of foundation apportioned in certain proportions among different
"objects of charity, each object of the charity will be entitled to
"participate in the increased income in the same proportion; if,
"on the other hand, lands are given to a body which may itself
"be an object of charity, but subject to the payment of specific
"sums, which do not exhaust the whole income, then the increased
"income will belong to the body which is entitled to the lands,
"and the other objects can claim nothing beyond the specific
"charges."*

Where then the specific charges did not exhaust the original income of a particular cathedral, the case is clear; and even where the first income was exhausted, it must be shown that the persons taking money payments were all direct objects of charity, or no multiplication of charges will be allowed. It must also be remembered that we cannot enter into the question whether the income was or was not exhausted, without opening the vexed question of the fines reserved on cathedral leases, which may or may not have been imposed and divided contrary to the founder's intention. On one side the continuous usage of cathedral bodies is brought forward, on the other certain expressions in the Cathedral Statutes, and an ordinance of Archbishop Whitgift expressing disapproval of the mode of their division. † But this discussion is foreign to the point now under consideration.

For, dismissing on the above-quoted authority the claim for multiplication of the specific stipends, the question of the scholars' maintenance and free tuition remains.

Surplus revenues to be held on three primary trusts.

The opinion cited cannot, of course, be taken to mean that the Dean and Chapter of each cathedral were not meant to carry out the general purposes of the foundation. For example, they must be held by their tenure bound to perform certain spiritual or charitable services to the Crown, as to maintain the order of Divine service, to repair the fabric of their church, and the like.

Thus the Chapter of Canterbury, among others, have fully recognized the fact that all their revenues are held "for public purposes," and we may again define these purposes by quoting the opinion of the Cathedral Commissioners "on the functions of the capitular bodies."

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* Attorney General v. Dean and Canons of Windsor. 8 H. of L. Cases, 369.

† This injunction has been often quoted; it was to the following effect:— "Whereas, &c., the Deans and Prebendaries have shared and divided among "themselves the fines, which should with more equity have been laid up in the "common chest, . . . we will that the decrees of the Chapter (of Canter-"bury) from the end of last May (1573) be declared to be null and void and "cancelled, as contrary to the intention of the statutes aforesaid, and the "advantage of the Church." It should be noticed, however, that he had previously sanctioned the division of these renewal fines, and that the Dean and Chapter of Ely have argued that several dividends are recognized by their statutes, which may have included these customary divisions of fines.

The primary purpose of a cathedral church was the maintenance of divine worship. Next in order are the various duties incident to the administration of a cathedral church, including the following particulars:— 3 Rep. xiii.

1. Regulation of the divine services.
2. Cure of souls in the precinct, and spiritual charge of the members of the cathedral body.
3. Superintendence of the capitular schools (with other particular and general duties mentioned in their statutes). 3 Rep. xv.

"One of the main purposes was to promote religious education." 3 Rep. xvii.

The Commissioners recognized the distinction between the statutable money payments, which there is no legal necessity to augment, and the provision for educating and maintaining the poor scholars, the obligation of which remains.

According to the opinion last cited it is clear that, after payment of all specific sums, the increased income belongs legally to the body which is entitled to the lands, *i.e.* to the dean and chapter, as governors of the cathedral body, for public purposes.

The exact method of dividing these increased revenues is immaterial, so long as the three primary trusts are discharged. As in the case of Christchurch Cathedral, Oxford, so long as the trust for education is sufficiently carried out, it was shown by the opinions above cited, that the income of each prebendary might well form a larger portion of the modern revenue of the corporation, than the original share of his first predecessor formed of the ancient income. But the case would have been quite different if the trust for education had been neglected.

But the fact remains that in many instances the cathedral schools have fallen at various times into a decayed condition, and have not occupied the place which was designed for them in the cathedral. Cath. Comm. 3 Rep. xviii.

This has been attributed chiefly to two causes, viz.:—

1. The assignment of statutable money payments for the maintenance of the masters and scholars. Causes of decline of Cathedral schools

By reference to the Ely Statutes we find that the statutable allowance to all the scholars together, exclusive of their maintenance, was 15*s.* by the statutes of Henry VIII. This clearly was not designed to maintain them, and in the chapter in which the payment is mentioned in the statutes of Queen Elizabeth and of Charles II. (c. 28) we find that it was made to the boys as "ministri ecclesiæ nostræ," *i.e.* that it was probably a mere allowance of money for poor boys, bearing no relation to the question of their maintenance, mentioned in other chapters.

In the Ely Statutes, therefore, the sum to be allotted for maintenance is not defined, but from the nature of the case was left to vary with the price of provisions. And in other cathedrals it appears that the scholars were not o be maintained exclusively from the specific stipend named in the statutes.

2. To the want of any adequate compensation for the common table at which the master and scholars should have been fed. This provision became inconvenient, and was very early commuted for a money payment. Ibid.

There is no question now as to the convenience of abolishing the common table; but it is of very great importance to distinguish the sums for which it was commuted from the specific payments mentioned by the founder.

In the case of Ely the former sum was fixed at 3*l.* 6*s.* 8*d.* for each scholar individually instead of collectively. "The choristers "and grammar boys, though not maintained at the common "table, would appear to have received a compensation in lieu of "it, for there is paid annually for their stipends the sum of "3*l.* 6*s.* 8*d.* each, instead of the same sum to the whole body, as "directed by the statute. The particular person to whom this "payment was made connects it in his origin with the public "table, though it was made subsequently as a single stipend." *

It is evident that the increase of such allowances for commons does not come within the view of the opinion above cited, that they are quite inadequate for the carrying out of the purposes of the foundation of the cathedrals, and that there is no reason why they should not in all cases be raised to meet the increased cost of living at the present time. Moreover, that they must be so raised if all the functions of the Cathedral bodies are to be discharged in the manner at first contemplated.

Rights of Ecclesiastical Commissioners.

It has been found convenient to speak of the functions of the cathedral bodies without reference to the changes in the management of their estates following on the appointment of the Ecclesiastical Commission, because the Act 3 & 4 Vict. c. 113 contains a clause (§ 49) which reserves the right to any dean and chapter to make the statutory provision for their grammar school, should it not have received its due provision from the divisible corporate revenues; † and also because in the new Act on the powers of the same Commission a clause has been inserted, which permits the Commissioners when they are in receipt of any income arising out of any estates belonging, or having belonged to any dean and chapter or other corporation of a cathedral or collegiate church, to make such provisions as may seem needful to them, for securing adequate stipends and allowances *inter alia* for the maintenance of any existing college or school in connexion with such cathedral or collegiate church.

Thus both before and after the passing of this Act and at the present time, the trusts with regard to the cathedral grammar schools have been kept alive, and it has been possible, whenever such a course seemed or seems to be expedient, to carry out the founder's intentions in a liberal manner.

It should, however, be noticed that the Dean and Chapter of Canterbury, whose opinion is important as being that of a cathedral body which has acted with great liberality to the grammar school under its charge, have not construed the wording of the Act 3 and 4 Vic., cap. 113, sect. 149, in the same manner as has been done above.

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* Answers of the Dean and Chapter of Ely to the Cath. Comm., 11th April 1853. 1 Rep. App. 162.

† Attorney-General v. Wimborne School. L. T. x. 17.

"They apprehended (in 1853) that while no question would "rightly occur under this provision in regard to statutable or "customary expenditure upon any part of the cathedral establish- "ment as then recognized (1840), the case would not be precisely "the same with reference to objects of revived interest or new "development, however strictly in accordance with the specific "purposes of cathedral foundations." * Cath. Comm. 1 Rep. App. 625.

That this construction was not meant by them to frustrate the due development of the grammar schools, we learn from the sentences preceding this passage, in which they urge, that in all plans for improving the administration of cathedral properties, "primary "regard may be had to the important object of maintaining and "improving schools of religious and useful learning in connexion "with the cathedral establishments." Proposal of Dean and Chapter of Canterbury.

Of the various plans which have been hitherto proposed for securing this important object, one of the best certainly appears to be that proposed by the Dean of Carlisle (1853), viz.: to provide a thoroughly good grammar school, middle school, and lower school, properly endowed, attached to every cathedral "there being no "other peculiar point in the foundation (of the new cathedrals of "Henry VIII.), so intelligibly useful in the present day as "this." Proposal of Dean of Carlisle.

It would also appear desirable that the fund allotted to each school should be separated from the other revenues of the cathedral in all cases, even where the Ecclesiastical Commissioners have not yet undertaken the management of the estates.

In conclusion, the recommendations of the Cathedral Commissioners may be cited: that where a grammar school is part of the original foundation, if there are sufficient funds, "an endowment "of not less than 150*l.* *per annum* be assigned to the head master, "with a commodious house rent-free for the reception of boarders; "and to the second master an endowment of not less than 100*l.* *per annum* with a house rent-free for the reception of boarders." Proposal Cathedral Commissioners, and suggestions.

At the present time the houses assigned to the head masters rent-free, are not in all cases commodious or fit for the reception of boarders. As to the amount of the salaries mentioned, it is obvious that the less they depend upon profits from boarders, the better it will be for the school if the foundation of the poor scholars should be restored.

In every grammar school where the number of boarders is not limited in proportion to the number of foundationers, a tendency will develop itself to depress and very often to exclude the latter class of boys, for whose benefit the school in the first instance was endowed.

2. "That the boys on the foundation should have a liberal education free of expense." Sound objections have been raised against gratuitous education, but a great deal depends on the mode of admission; and if an entrance into the foundation is made the reward of industry and merit, there will probably be less future difficulty than might arise if only a cheap education is provided. The question is how to bring the deserving children of

poor parents into these schools, both as day-boys and boarders; and any possibility of payments for "extra," but necessary, subjects of education, for private tuition, or the like, might prevent their coming altogether, and leave the schools as they mostly are at present, filled with boys of a higher class, to whose parents a tolerably large exhibition or the chance of good prizes is sufficient inducement to using the school.

3. "That rewards should be given to the most deserving "scholars, and if possible that each school should have one or "more annual exhibitions to the Universities." If a system of upper, middle, and lower schools, should be adopted, there would of course be admissions from the lower to the higher schools of the same nature as exhibitions; and it might then be considered, whether on leaving the upper school, exhibitions should not be given to boys entering any higher educational establishments, or even be held for a certain time during good conduct by boys who have entered on trades or professions.

4. That a good choristers' school should be connected with each of the grammar schools, preference in admission being given to such boys as are likely to be fit for promotion into the grammar school, to vacancies in which, if duly qualified, they should have a right of admission as foundation boys.

If the scheme of a set of schools connected together, as above described, were adopted, there would be a place for the choristers in the lower schools, without need of endowing a separate establishment for them.

In conclusion, to sum up the foregoing remarks, it may be observed that the Cathedrals were founded for educational purposes *inter alia*, and therefore that the grammar schools are members of the Cathedral corporations, to be nourished out of the common revenues. These schools were to contain two classes of boys, viz., (*a*) poor scholars of tested merit, and (*b*) others entering with no test of merit or poverty. The boys of the first class were to be maintained at the costs of the church of which in each case they are members. The trust for this maintenance may have slept, but has never been destroyed; and it is possible so to revive it at the present moment, with the concurrence of the Ecclesiastical Commissioners (so far as their concurrence is demanded by the Acts above cited) as to provide a nucleus in each diocese for a system of sound middle-class education, without interfering more violently with the management of the capitular estates than the Court of Chancery might be expected to interfere if asked for a scheme for the administration of the educational portions of these royal charities.

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